DOCUMENT RESUME

ED 204 583 CE 029 453

AUTHOR Sorg, Steven E.
TITLE Assessment of Needs Related to Sex Bias and Sex Role Stereotyping in Florida Vocational Education Programs. Final Report (July 1, 1979-June 30, 1980).
INSTITUTION University of Central Florida, Orlando.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE 80
NOTE 110p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Administrator Attitudes; Counselor Attitudes; *Educational Needs; Needs Assessment; *Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Bias; Sex Discrimination; *Sex Fairness; Sex Stereotypes; *State Surveys; Teacher Attitudes; Vocational Directors; *Vocational Education; Vocational Education Teachers
IDENTIFIERS *Florida

ABSTRACT

The status of sex equity practices in vocational education in Florida was assessed to provide a data base of identified needs related to sex equity. An advisory committee developed 115 goal statements describing the activities vocational educators would be engaged in to achieve the ideal status of sex equity in vocational education. Surveys of vocational teachers, counselors, and administrators were conducted to determine the levels of achievement of the goals and activities. Results indicated a need for inservice training for all vocational personnel in dealing effectively with conflict situations confronting nontraditional students in vocational classes and in the occupational area. Other data showed a need for the development and use of staff and student recruitment techniques emphasizing persons in nontraditional roles. (Appendixes, amounting to approximately one-half of the report, include a description of the needs and assessment model, listing of the 115 goal statements, survey instruments, and various breakdowns of rank order of survey items.) (YLB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED204543

Final Report

Project No. DVE 0-1C11

From July 1, 1979 to June 30, 1980

# Assessment of Needs Related to Sex Bias and Sex Role Stereotyping in Florida Vocational Education Programs

University of Central Florida
Orlando, Florida

By

Dr. Steven E. Sorg
Project Director

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

CE 029 453

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David C. McAvoy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## ACKNOWLEDGMENTS

The Project Director takes this opportunity to thank the staff of the Department of Secondary and Vocational Education and the Department of Instructional Programs at the University of Central Florida for assistance rendered through the duration of this project.

Special thanks are extended to the project staff:

Ms. Robin Rowland, Graduate Assistant

Mr. Robert J. Harper, Graduate Assistant

Ms. Amy Monk, Student Assistant

## Abstract of the Final Report

| | |
|---|---|
| Title of Project: | Assessment of Needs Related to Sex Bias and Sex Role Stereotyping in Florida Vocational Education Programs. |
| Organization: | University of Central Florida |
| Project Director: | Steven E. Sorg |
| Expenditures: | $33,850.00 |
| Duration of Project: | October 4, 1979 - June 30, 1981 |
| Project Number: | DVE 0-1C11 |


### PROBLEM

During the past few years, vocational educators have received legislative mandates requiring that sex stereotyping, sex bias, and sex discrimination be eliminated from education programs. In order to meet these legislative mandates, the Division of Vocational Education must provide local educational agencies with assistance in needs identification and information necessary for effectively planning strategies for eliminating sex bias and sex role stereotyping in vocational education programs.

Available data pertained only to enrollment by sex and other demographic breakdowns in vocational programs. These data did not reflect the extent to which vocational educators are eliminating sex bias and sex role stereotyping from their programs.

### OBJECTIVES

The major objective of this project was to assess the status of sex equity practices in vocational education in order to provide educational planners with data necessary for the establishment of goals, objectives, and priorities for programs designed to eliminate sex bias and sex stereotyping from vocational education programs.

### PROCEDURES

A description of the ideal status of sex equity in vocational education was established to provide a benchmark for the identification of current practices and areas of need. Surveys of vocational teachers, counselors, and administrators were conducted to determine the levels of achievement of the goals and activities in the ideal status description. Data gathered through the administration of the survey instruments were used by the advisory committee to set priorities for further action to be recommended to the Division of Vocational Education.

## RESULTS AND POTENTIAL UTILIZATION

The advisory committee developed 115 goal statements describing the activities vocational educators would be engaged in to achieve the ideal status of sex equity in vocational education. Survey questionnaire results from all groups indicated there is a need for inservice training for all vocational personnel in dealing effectively with conflict situations confronting nontraditional students in vocational classes and in the occupational area.

Other data indicated a need for the development and use of staff and student recruitment techniques emphasizing persons in nontraditional roles.

These results provide a benchmark for measuring achievement of sex equity goals at the state and local as well as institutional levels. The needs assessment model utilized in this project along with the survey instruments developed could be used by educational agencies or institutions in self-study efforts. The data gathered and needs identified here could provide Division of Vocational Education planners with priorities for programs designed to eliminate sex bias and sex stereotyping in vocational education.

## Table of Contents


Acknowledgments . . . . . ii

Abstract . . . . . iii

List of Tables . . . . . vi

List of Figures . . . . . viii

Introduction . . . . . 1

- Statement of Problem . . . . . 2
- Purpose and Objectives . . . . . 3
- Limitations . . . . . 3
- Assumptions . . . . . 4
- Definitions of Important Terms . . . . . 4

Methodology . . . . . 6

- Advisory Committee . . . . . 6
- Instrument Development . . . . . 7
- Sampling Design . . . . . 8
- Instrument Administration . . . . . 9
- Data Treatment . . . . . 10

Findings . . . . . 12

- Results of Assessment . . . . . 12

Conclusions . . . . . 39

Recommendations . . . . . 40

Appendices . . . . . 43

- A. Needs Assessment Model . . . . . 44
- B. Project Advisory Committee . . . . . 50
- C. Goal Statements Describing the Ideal Status of Sex Equity in Vocational Education in Florida . . . . . 52
- D. Survey Instruments . . . . . 59
- E. Cover Letters (Initial and Follow-up) . . . . . 72
- F. Breakdown of Rank Order on Common Items by Groups . . . 75
- G. Breakdown of Rank Order by Administrator Groups . . . . 78
- H. Breakdown of Rank Order by Guidance Counselor Groups . . 81
- I. Breakdown of Rank Order by Teacher Groups . . . . . 85

References . . . . . 89

## List of Tables


| Table | | Page |
|---|---|---|
| 1. | Numbers of Administrators, Guidance Counselors, and Teachers Responding | 11 |
| Responses by Administrator Groups | | 13 |
| 2. | All Existing Policies (e.g., admission and graduation policies, grievance procedures) have been Reviewed and Modified to Ensure Sex Fairness | 13 |
| 3. | All Existing Printed Material (e.g., public information materials, catalogues) has been Reviewed and Modified to Ensure Sex Fairness | 13 |
| 4. | Sex-Fair Job Descriptions and Qualifications have been Developed for All Vocational Education Staff | 14 |
| 5. | Nondiscriminatory Hiring Policies in Vocational Education are Publicized | 14 |
| 6. | Vocational Education Staff Employment Application Forms are Sex Fair (i.e., the same questions are asked of both sexes) | 15 |
| 7. | Membership of Screening Committees is Representative of the Female/Male Ratio of the Community Population | 15 |
| 8. | Recruitment Policies Designed to Increase Nontraditional Student Involvement in Vocational Education Programs/ Courses have been Developed | 17 |
| 9. | Nondiscriminatory Enrollment Policies in Vocational Education are Publicized | 17 |
| 10. | Vocational Education Student Recruitment Teams are Representative of the Female/Male Ratio of the Community Population | 18 |
| 11. | Records of Vocational Education Student Recruitment Efforts are Maintained | 18 |
| 12. | An Analysis of Student Enrollment Figures by Sex is Ongoing in Vocational Education to Identify Trends of Females and Males in Order to Ascertain Areas of Sex Bias and Sex Stereotyping | 19 |
| 13. | Discrimination Regulations and Guidelines have been Disseminated to all Vocational Education Staff | 19 |
| 14. | Inservice Programs have been Offered to Provide Vocational Education with Techniques for Ensuring Sex Equity | 21 |

Table | Page


15. In General, Women and Men Performing the Same or Similar Duties with Equal Experience and Qualifications Receive Equal Salaries . . . . . 21
16. In General, Fringe Benefits (e.g., retirement, sick leave, insurance, etc.) are the same for Females and Males at each Staffing Level . . . . . 22
17. Child Care Services are Available to All Students with Children . . . . . 22
18. Advisory Committees are Used to Help Increase Nontraditional Placement . . . . . 23
19. Board Members and Elected Officials are Appraised of Sex Equity in Vocational Programs . . . . . 23
20. A List of Priorities of Sex Equity Needs has been Established for Your Institution . . . . . 25

Responses by Guidance Counselor Groups . . . . . 25

21. Records of Vocational Education Student Recruitment Efforts are Maintained . . . . . 25
22. Vocational Education Enrollment Applications are Sex Fair . . . . . 26
23. An Analysis of Vocational Education Student Enrollment Figures by Sex is Ongoing . . . . . 26
24. All Vocational Education Program Admission Criteria and Prerequisites have been Screened to Ensure that they are Free from Differentiation on the Basis of Sex . . . . . 28
25. Records of All Vocational Education Program Applicants are Maintained . . . . . 28
26. Discrimination Regulations and Guidelines have been Disseminated to All Vocational Education Staff . . . . . 29
27. Inservice Programs have been Offered to Provide Vocational Education with Techniques for Ensuring Equity . . . . . 29

Responses by Teacher Groups . . . . . 30

28. Access to Education Facilities (e.g., restrooms, lockers, etc.) is Provided Equally to Both Female and Male Students . . . . . 30
29. Appropriate Safety Apparel is Provided to Both Sexes in Vocational Laboratory Classes . . . . . 30
30. The Criteria for Measuring Student Achievement in Vocational Education Classes are the Same for All Female and Male Students . . . . . 32
31. Inservice Programs have been Offered to Provide Vocational Education Personnel with Techniques for Ensuring Sex Equity . . . . . 32
32. Item Response - Mean and Standard Deviation for Administration Groups . . . . . 33
33. Item Response - Mean and Standard Deviation for Counselor Groups . . . . . 33
34. Item Response - Mean and Standard Deviation for Teacher Groups . . . . . 33

## List of Figures


| Figure | | Page |
|---|---|---|
| 1. | Statements Showing Areas of Need as Reported by Less than 75% "Yes" Response to Achievement | 34 |
| 2. | Rank Order of All Groups on Common Items | 35 |
| 3. | Rank Order of Common Items by Females and Males | 37 |
| 4. | Rank Order of All Groups on Common Items by All Races | 38 |

## INTRODUCTION TO THE STUDY

Recent federal legislation (U.S. 92nd Congress, 1972; U.S. 93rd Congress, 1974; U.S. 94th Congress, 1976) contains provisions which mandate that sex stereotyping, sex bias, and sex discrimination be eliminated from educational programs. Title IX of the Education Amendments of 1972, Prohibition of Sex Discrimination, states:

> "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program of activity receiving Federal financial assistance."

Title IX of Public Law 92-318 covers in some section of the law virtually every public college, university, elementary, secondary, and vocational school. As a result of this law, vocational schools may not limit enrollment of members of one sex because of limited availability of job opportunities for members of that sex. Further, "a school may not assist a discriminatory employer by referral of students or any other manner" (Verheyden-Hilliard, 1976, p. 41).

The Women's Educational Equity Act (WEEA) was passed as part of the Special Projects Act of the Educational Amendments of 1974, Public Law 93-380. The WEEA authorizes the support of activities in every area of education for the purposes of providing educational equity for women. The activities supported are ones which target all areas of education which perpetuate sex bias. Applicable to this study are the activities for women in vocational education.

The passage of the Educational Amendments of 1976, Public Law 94-482 Title II, brought the mandate of equity education to vocational education. Pursuant to the enactment of Public Law 94-482, all states developed and added policies and procedures to their state plans for vocational education to assure equal access to vocational programs by both men and women. The goals of the Division of Vocational Education of the Florida State Department of Education pertaining to sex bias, sex stereotyping, and sex discrimination are outlined as policies, procedures, and actions to be taken by the Division in the Florida State Plan for Vocational Education Under Title II of the Vocational Education Amendments of 1976. As specified in Public Law 94-482, full-time personnel have been assigned to issues involving equal access and opportunities, sex bias, sex discrimination, and sex stereotyping.

One of the goals in the Florida State Plan involves "data collection, analysis, review and dissemination . . . as needs and uses are determined" (Division of Vocational Education, 1978, p. 31). Specific objectives associated with this goal state that personnel from the Division "will assist local agencies in assessing needs and correcting problems identified" (p. 31); will give priority to needs as they are determined for funding workshops and other projects; and will give consideration to projects providing inservice training as needs are assessed.

In March, 1979, the Office of Civil Rights released final Guidelines for Vocational Education Programs to Eliminate Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. It extends the responsibility for vocational education to the point of ensuring equal opportunities for all persons in all programs.

In addition to the equity requirements included in Title II of the Education Amendments of 1976 and the Office of Civil Rights Guidelines for Vocational Education Programs, many equal opportunity laws and regulations have implications for the equitable delivery of vocational education programs and services.

A brief listing of equal opportunity legislation follows:

- Florida Human Rights Act.
- Equal Pay Act of 1963.
- Title VI of the Civil Rights Act of 1964.
- Title VII of the Civil Rights Act of 1964.
- WEE Act of 1974.
- Executive Order 11246, as amended by Executive Order 11375.
- The National Labor Regulations Act.
- Regulations issued by the Secretary of Labor cover all apprentice and training programs registered with the Bureau of Apprenticeship and Training.
- Regulations were issued by the Office of Civil Rights in the form of Guidelines for Vocational Education Programs to...

Based on the above identified laws, regulations, Executive Orders, and Guidelines, The Local Management Plan for Vocational Equity (Ellis 1976) was designed to assist local administrative and supervisory staff in coordinating program responsibilities. This is the first equity model developed in the State which suggests local application of the management plan for achieving equal access to vocational education, equal opportunity to apply vocational education.

## Statement of Problem

During the past few years, vocational educators have received legislative mandates requiring that sex stereotyping, sex bias, and sex discrimination be eliminated from educational programs. In order to meet these legislative mandates, the Division of Vocational Education must provide local educational agencies with assistance in needs identification and information necessary for effectively planning strategies for eliminating sex bias and sex role stereotyping in vocational education programs.

The major objective of this project was to assess the status of sex equity practices in vocational education in Florida to provide a data base of identified needs related to sex equity.

## Purpose and Objectives

The purpose of this study was to assess the status of sex equity practices in Florida. Implementation of the needs assessment will provide educational planners with data necessary for the establishment of goals, objectives, and priorities for programs designed to eliminate sex bias and sex stereotyping in vocational education in Florida.

The specific objectives for the study were:

1. to establish sex equity goal statements to be used as a description of the ideal status of sex equity in vocational education.

2. to develop three (3) needs assessment instruments designed for vocational administrators, guidance counselors, and teachers.

3. to establish a statewide picture of the status of sex equity practices in vocational education through the perceptions of teachers, guidance counselors, and administrators.

4. to provide a practical model for assisting local educational agencies and individual institutions in conducting self-studies and monitoring progress toward achievement of sex equity.

## Limitations

1. The entire vocational education administration and counseling population could not be identified at the secondary level and area vocational-technical center levels; therefore, a random sample of Florida's districts was selected for the study of administrators' and counselors' perceptions.

2. The sample from the community college administrative and counseling personnel was selected from the 1979-80 catalogs from all community colleges in Florida.

3. The perceptions of the achievement levels of various goal statements may not be accurate; therefore, enrollment data have been analyzed in order to reinforce the identified needs.

4. The survey was conducted at the beginning of the academic year (1980), and some educators' knowledge of the practices of sex equity in each institution might be limited as a result of being new employees.

## Assumptions

For purposes of this study, the following assumptions will be made:

1. Needs do exist in vocational education programs with regard to sex stereotyping and sex bias that can be identified and measured either directly or indirectly. The identified needs can be used to form a legitimate base from which to develop programs directed toward need satisfaction.

2. Information at the outset of the planning process makes a critical contribution to and constitutes an important determinant of the quality of the entire educational planning process.

3. Respondents will be honest in their responses to the questionnaire.

## Definitions of Important Terms

1. Nontraditional: (1) a person, or persons, involved in an instructional program, area of employment, or societal role, which is uncommon for persons of that sex, (2) a traditionally single-sexed instructional program, area of employment, or societal role, when entered into by a person of the opposite sex.

2. Goal: a broad statement of what "ought to be."

3. Model: a set of coherent procedures for carrying out a process, such as a needs assessment.

4. Need: the measurable discrepancy between "where we are now" and "where we should be" (Kaufman, 1972).

5. Needs Assessment: the formal process for identifying outcome discrepancies (Kaufman, 1972, p. 8).

6. Planning practitioners: educational planners from all levels of educational systems including state department personnel, district level supervisory and administrative personnel, local school administrators, and instructional personnel.

7. Sex bias: behaviors resulting from the assumption that one sex is superior to the other (U.S. Office of Education, 1977).

8. Sex discrimination: any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex (U.S. Office of Education, 1977).

9. Sex stereotyping: attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex (U.S. Office of Education, 1977).

10. Sex equity: actions which result from the belief that one sex is equal to the other.

11. Sex fair: describes actions which do not limit or deny a person or group of persons, opportunities, privileges, roles or rewards on the basis of their sex.

## METHODOLOGY

The needs assessment model (Sorg, 1978, p. 27) that was utilized is a flexible model which is adaptable to many situations because of its varied methods outlined for the assessment of differing educational needs. The model consisted of these seven procedural steps:

1. Establish a needs assessment committee.
2. Prepare statements of goals.
3. Conduct survey to determine perceived needs.
4. Assign priorities to perceived needs.
5. Determine the actual status.
6. Compare the actual status with the desired state.
7. Assign priorities to identified needs (committee should list the needs in order according to importance.)

A complete description of the needs assessment model is included in Appendix A. The general procedures described in the model were followed during this study with variations to specific steps as described in this section of the report.

### Advisory Committee

Eight experts in the field of sex equity were selected by the project director from Florida's vocational education community. The State Department of Education, community colleges, area vocational-technical centers, and local school districts were areas of the vocational education community drawn from to select the panel of experts forming the advisory committee (see Appendix B).

Through a modified brainstorming/group dynamics process, the advisory committee established 115 goal statements describing the ideal status of sex equity in vocational education programs (Appendix C). The initial responsibility of the advisory committee was to develop goal statements which were positive in nature and describe the activities in which vocational educators should participate in order to achieve sex equity.

The goal statements developed were validated by a thorough review of related literature. Each statement was related back to its responsible actors: teachers, counselors, administrators, and/or any combination of these. The actors were specified by consensus of the advisory committee as generally responsible for the initiation and/or accomplishment of these goals.

Each advisory committee member also participated in the pilot test of the instruments. Priorities of identified needs were established by the advisory committee at the conclusion of the survey administration, data collection, and analysis.

Instrument Development

The 115 goal statements developed by the Advisory Committee and validated through a literature review were the bases for development of the survey instruments. These goal statements were the guidelines used for the identification and development of questionnaire items. The Advisory Committee had specified by consensus the educators generally responsible for the initiation and/or accomplishment of the goals.

The development of the instruments required a search of the literature for appropriate existing instruments and/or instrument items relating to the goal statements. Sex equity specialists in each state were contacted by letter or telephone to request related information applicable to the study. Information and researched items related to the goal statements were keyed to each goal statement. Completeness of the survey items was verified by matching all items with the forty-two sub-objectives of the Local Management Plan for Vocational Equity (Ellis, 1976).

Some questionnaire items were determined to require only a yes/no response as opposed to the degree of achievement. This determination was made by a review of each item and related goal statement and was verified by research specialists at the University of Central Florida.

The instruments developed were designed for distribution through the mail. The mailed questionnaires were developed to identify the extent to which sex bias and sex stereotyping exist in vocational education programs through the opinions of the respondents. Respondents would be asked to give their opinions as to the degree to which their institutions were achieving certain goals. These goals took the form of statements to which five-point, Likert-type scales were applied (Ary, Jacobs, and Razavieh, 1972).

The scale used to determine the degree of achievement of each goal statement was very low degree, low degree, average degree, high degree, and very high degree. The scale of the instruments was assumed to be interval. Responses to each of the statements were assumed to be interval and responses would be numerically weighted from one to five.

The survey instruments would also ask respondents their opinions as to whether or not their institutions were achieving certain other goals. Responses to each of these goal statements were in the form of "yes," "no," and "do not know."

Demographic data were requested on the final page of the survey instruments. Data requested included sex of the respondent; race/ethnic category; position title; position level; and instructional area (if applicable.

A pilot test was conducted for each of the three instruments in order to ascertain the ability of the respondents to understand the directions and questionnaire items and to choose a meaningful response. Participants in the pilot test included all members of the Advisory Committee, graduate students enrolled in a graduate level educational

research methods course at the University of Central Florida, and public school district vocational staff members. The Advisory Committee members were also asked to verify that each instrument contained all necessary items related to the original 115 goal statements and that the items were appropriate for the survey target group.

The respondents were encouraged to write comments about items or directions which lacked clarity. After receiving comments from pilot test respondents, the survey instruments were revised.

A field test of the survey instruments was conducted for the purpose of further revisions of the survey instrument and to establish the reliability of the instruments. The participants used in the field test included ten administrators, ten guidance counselors, and ten teachers from a local school district and community college. Using a test-retest method, the reliability of the survey instruments as established by the field test was: 1) Administrator Questionnaire .85, 2) Counselor Questionnaire .86, 3) Teacher Questionnaire .81. The final revisions of the survey instruments were made according to all of the field test participants' comments and through minor revisions in directions and items suggested from the Forms Review Committee of the Division of Public Schools. See Appendix D for complete instruments.

Sampling Design

This study was to be based upon a ten percent (10%) random sample of all vocational teachers, counselors, and administrators in Florida. The identified population would come from secondary schools, area vocational-technical centers, community colleges, and district level positions. The only statewide list available for any of these groups was the list of the 1978-79 vocational education teachers at the secondary and district levels obtained from Management Information Systems in the Division of Vocational Education. This list provided only teacher names by school and district. It was, therefore, not possible to stratify the sample demographically. No statewide lists of vocational administrators, counselors, or community college personnel existed.

A random sample of ten percent (10%) of all full-time vocational education teachers was selected from the above mentioned list and a list of community college vocational teachers obtained by reviewing the current community college catalogs. The sample included 1105 vocational education teachers in secondary schools, area vocational-technical centers, and community colleges.

Due to the lack of statewide lists of vocational administrators or counselors at the secondary and district levels, a random sampling of ten percent (10%) of the 67 districts in Florida resulted in the selection of seven districts to be included in the administrator and guidance counselor surveys. The seven districts were Bay, Bradford, Brevard, Desoto, Franklin, Palm Beach, and Seminole. A request was made to obtain the administrator and counseling personnel directory from each of the seven districts. A letter was sent to the superintendents or vocational education directors in the districts explaining the project and survey and requesting authorization to conduct the survey in their district. Author-

ization was received along with a current list of principals, assistant principals, guidance counselors, and occupational specialists in the secondary schools and area vocational-technical centers and administrators at the district level. The participants in the survey included all the identified persons from the seven districts.

A review was made of the faculty section in each catalog from all 28 community colleges, and administrators who deal with vocational education programs, career programs, or occupational programs were selected. These administrators included division chairpersons, program directors, and department heads. All guidance personnel who deal with vocational education students and all guidance personnel in the community college including the area of student services were selected for the study.

Authorization was requested and received to survey community college personnel from the Division of Community Colleges. Final authorization was received from the Division of Public Schools in July, 1980 to mail surveys during the fall of 1980.

Instrument Administration

The survey questionnaire was administered through the mail. The initial mailing package contained a cover letter, a stamped, pre-addressed envelope, and a questionnaire with directions included. The first mail-out was initiated in September, 1980 and included 2206 questionnaires sent to the sample groups. The second mail-out, completed in October, 1980, included 1400 questionnaires sent to those that had not responded to the initial mailout.

The number of teachers surveyed through the questionnaire was 1105 and the number responding was 520 for a response rate of forty-seven percent (47%). The number of guidance counselors surveyed included 291 on the district level and 269 on the community college level from all the districts in the sample and all 28 community colleges. The total number of counselors surveyed was 560 and the number responding was 326 for a response rate of fifty-eight percent (58%).

The number of administrators surveyed included 240 on the district level and 301 on the community college level. This included all administrators from the districts in the sample and all 28 community colleges. The total number of administrators surveyed was 541 and the number responding was 352 for a response rate of sixty-five percent (65%).

The total number surveyed in the study was 2206 and the total number responding was 1198 for a total response rate of fifty-four percent (54%). See Appendix E for cover letters.

Table 1 illustrates the numbers of administrators, guidance counselors, and teachers responding.

The total of respondents by sex were 555 female and 619 male. Female respondents included 111 administrators, 160 guidance counselors, and

284 teachers. Male respondents included 239 administrators, 151 guidance counselors, and 229 teachers.

The majority of respondents were white in all three categories.

Community college level had the majority of the administrator respondents (196). The secondary school level had the majority of the teacher respondents (325).

The major response in the instructional area was recorded by Business Education (130) and Industrial Education (116) teachers and administrators. Guidance counselors both non-vocational and vocational had the majority of the responses (292) in the counselor area.

Data Treatment

Data from the returned questionnaires were coded and processed by computer based on information from SPSS and SAS. Analysis of data included item response frequencies, cross tabulations, Kruskal-Wallis, and Spearman Rho statistical techniques.

TABLE 1

NUMBERS OF ADMINISTRATORS, GUIDANCE COUNSELORS, AND TEACHERS RESPONDING*

| SEX | ADMINISTRATORS | GUIDANCE COUNSELORS | TEACHERS | TOTAL |
|---|---|---|---|---|
| FEMALE | 111 | 160 | 284 | 555 |
| MALE | 239 | 151 | 229 | 619 |
| | 350 | 311 | 513 | 1174 |
| **RACE** | | | | |
| WHITE | 298 | 249 | 435 | 982 |
| BLACK | 40 | 48 | 61 | 149 |
| ASIAN | 4 | 0 | 0 | 4 |
| AMERICAN INDIAN | 1 | 1 | 0 | 2 |
| HISPANIC | 4 | 6 | 8 | 18 |
| | 347 | 304 | 504 | 1155 |
| **LEVEL** | | | | |
| SECONDARY SCHOOL | 121 | 140 | 325 | 586 |
| VOCATIONAL-TECHNICAL CENTER | 15 | 19 | 129 | 163 |
| COMMUNITY COLLEGE | 196 | 144 | 65 | 405 |
| | 332 | 303 | 519 | 1154 |
| **INSTRUCTIONAL AREA** | | | | |
| AGRICULTURE | 3 | | 38 | 41 |
| BUSINESS EDUCATION | 4 | | 126 | 130 |
| DISTRIBUTIVE EDUCATION | 4 | | 22 | 26 |
| DIVERSIFIED OCCUPATIONS | 0 | | 26 | 26 |
| HEALTH AND PUBLIC SERVICE | 3 | | 47 | 50 |
| HOME ECONOMICS | 0 | | 73 | 73 |
| INDUSTRIAL EDUCATION | 6 | | 110 | 116 |
| MULTIPLE PROGRAM AREAS | 9 | | -- | 9 |
| OTHER | 7 | | 78 | 85 |
| | 36 | | 520 | 556 |
| **POSITION** | | | | |
| OCCUPATIONAL SPECIALIST | | 37 | | 37 |
| GUIDANCE COUNSELOR-VOCATIONAL | | 17 | | 17 |
| GUIDANCE COUNSELOR-NON VOCATIONAL | | 76 | | 76 |
| GUIDANCE COUNSELOR-BOTH | | 162 | | 162 |
| | | 292 | | 292 |

*Not all respondents completed all demographic items on the questionnaires, therefore, discrepancies between numbers surveyed and numbers responding may be noted.

## FINDINGS

The reported results of this study were obtained from a sampling of vocational education administrators, guidance counselors, and teachers at the following levels:

1. Secondary school
2. Area vocational-technical center
3. Community college
4. School district

The results described reflect a summary of the responses to the goal statements, levels of achievement, and ranking of the goal statements by the responses of the different groups. The data presented in this section include tables of responses for a graphic representation of the results for comparison purposes.

### Results of Assessment

Tables 2-31 summarize the results of the analysis of data generated by the survey questionnaires.

Administrator Responses. Goal statements 1-19, on the administrator questionnaire were directed toward whether or not the activity was being achieved.

> Goal Statement 1: All existing policies (e.g., admission and graduation policies, grievance procedures) have been reviewed and modified to ensure sex fairness.

A majority of the administrator respondents (86.9%) indicated "yes," they were aware of existing policies being reviewed and modified. The majority of all sub-groups answered "yes" to this goal statement (as indicated in Table 2).

> Goal Statement 2: All existing printed material (e.g., public information materials, catalogues) have been reviewed and modified to ensure sex fairness.

A majority of the administrator respondents (80.4%) indicated "yes," they were aware of existing printed material being reviewed and modified. The majority of all sub-groups answered "yes" to this goal statement (as indicated in Table 3).

> Goal Statement 3: Sex-fair job descriptions and qualifications have been developed for all vocational education staff positions.

A majority of the administrator respondents (78.7%) indicated that they were aware of job descriptions and qualifications for staff positions being sex-fair. The majority of all sub-groups answered "yes" to this goal statement (as indicated in Table 4).

TABLE 2

RESPONSES BY ADMINISTRATOR GROUPS

ALL EXISTING POLICIES (e.g., admission and graduation policies, grievance procedures) HAVE BEEN REVIEWED AND MODIFIED TO ENSURE SEX FAIRNESS.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 85.7% | 4.8% | 9.5% |
| MALE | 93.0% | 0.9% | 6.1% |
| **RACE** | | | |
| WHITE | 90.6% | 1.4% | 8.0% |
| BLACK | 91.7% | 5.6% | 2.8% |
| ASIAN | 100.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 75.0% | 25.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 93.1% | 2.6% | 4.3% |
| VOCATIONAL-TECHNICAL CENTER | 100.0% | 0.0% | 2.1% |
| COMMUNITY COLLEGE | 87.3% | 2.1% | 10.6% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 100.0% | 0.0% | 0.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 88.9% | 11.1% | 0.0% |
| OTHER | 100.0% | 0.0% | 0.0% |

TABLE 3

RESPONSES BY ADMINISTRATOR GROUPS

ALL EXISTING PRINTED MATERIAL (e.g., public information materials, catalogues) HAVE BEEN REVIEWED AND MODIFIED TO ENSURE SEX FAIRNESS.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 83.3% | 4.6% | 12.0% |
| MALE | 83.0% | 5.7% | 11.3% |
| **RACE** | | | |
| WHITE | 84.1% | 5.2% | 10.7% |
| BLACK | 73.7% | 5.3% | 21.1% |
| ASIAN | 100.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 75.0% | 25.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 82.9% | 7.7% | 9.4% |
| VOCATIONAL-TECHNICAL SCHOOL | 92.3% | 0.0% | 7.7% |
| COMMUNITY COLLEGE | 81.8% | 4.2% | 14.1% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 75.0% | 0.0% | 25.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 77.8% | 22.2% | 0.0% |
| OTHER | 100.0% | 0.0% | 0.0% |

TABLE 4

RESPONSES BY ADMINISTRATOR GROUPS

SEX-FAIR JOB DESCRIPTIONS AND QUALIFICATIONS HAVE BEEN DEVELOPED FOR ALL VOCATIONAL EDUCATION STAFF.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 78.7% | 5.6% | 15.7% |
| MALE | 82.8% | 4.3% | 13.5% |
| **RACE** | | | |
| WHITE | 81.7% | 4.5% | 13.8% |
| BLACK | 73.7% | 5.3% | 21.1% |
| ASIAN | 100.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | | | |
| **LEVELS** | | | |
| SECONDARY SCHOOL | 85.[illegible]% | 5.1% | 9.3% |
| VOCATIONAL-TECHNICAL CENTER | 100.0% | 0.0% | 0.0% |
| COMMUNITY COLLEGE | 75.9% | 0.0% | 18.8% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 66.7% | 0.0% | 3.3% |
| BUSINESS EDUCATION | 75.0% | 0.0% | 25.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 66.7% | 0.0% | 33.3% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 77.8% | 11.1% | 11.1% |
| OTHER | 100.0% | 0.0% | 0.0% |

TABLE 5

RESPONSES BY ADMINISTRATOR GROUPS

NONDISCRIMINATORY HIRING POLICIES IN VOCATIONAL EDUCATION ARE PUBLICIZED.

| SEX | YES | NO | DO NOT KNOW |
|---|---|---|---|
| FEMALE | 90.7% | 2.8% | 6.5% |
| MALE | 93.9% | 0.4% | 5.7% |
| **RACE** | | | |
| WHITE | 92.4% | 1.0% | 6.6% |
| BLACK | 94.7% | 2.6% | 2.6% |
| ASIAN | 100.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 100.0% | 0.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 89.0% | 2.5% | 8.5% |
| VOCATIONAL-TECHNICAL CENTER | 100.0% | 0.0% | 0.0% |
| COMMUNITY COLLEGE | 95.3% | 0.5% | 4.2% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 100.0% | 0.0% | 0.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 100.0% | 0.0% | 0.0% |
| OTHER | 100.0% | 0.0% | 0.0% |

TABLE 6

RESPONSES BY ADMINISTRATOR GROUPS

'VOCATIONAL EDUCATION STAFF EMPLOYMENT APPLICATION FORMS ARE SEX FAIR (..e., the same questions are asked of both sexes).

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 91.6% | 2.8% | 5.6% |
| MALE | 93.9% | 0.0% | 6.1% |
| **RACE** | | | |
| WHITE | 93.4% | 0.7% | 5.9% |
| BLACK | 89.5% | 2.6% | 7.9% |
| ASIAN | 100.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 100.0% | 0.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 94.9% | 0.9% | 4.3% |
| VOCATIONAL-TECHNICAL CENTER | 92.3% | 0.0% | 7.7% |
| COMMUNITY COLLEGE | 91.6% | 1.0% | 7.3% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 75.0% | 0.0% | 25.0 |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 88.9% | 11.1% | 0.0% |
| OTHER | 100.0% | 0.0% | 0.0% |

TABLE 7

RESPONSES BY ADMINISTRATOR GROUPS

MEMBERSHIP OF SCREENING COMMITTEES IS REPRESENTATIVE OF THE FEMALE/MALE RATIO OF THE COMMUNITY POPULATION.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 56.1% | 6.5% | 37.4% |
| MALE | 53.4% | 10.3% | 36.3% |
| **RACE** | | | |
| WHITE | 53.9% | 9.2% | 36.9% |
| BLACK | 52.6% | 10.5% | 36.8% |
| ASIAN | 50.0% | 0.0% | 50.0% |
| AMERICAN INDIAN | 0.0% | 0.0% | 0.0% |
| HISPANIC | 100.0% | 0.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 49.1% | 13.1% | 37.7% |
| VOCATIONAL-TECHNICAL CENTER | 90.9% | 0.0% | 9.1% |
| COMMUNITY COLLEGE | 60.9% | 6.9% | 38.6% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 66.7% | 0.0% | 33.3% |
| BUSINESS EDUCATION | 75.0% | 25.0% | 0.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 83.3% | 0.0% | 16.7% |
| MULTIPLE PROGRAM AREAS | 50.0% | 25.0% | 25.0% |
| OTHER | 83.3% | 0.0% | 16.7% |

Goal Statement 4: Nondiscriminatory hiring procedures in vocational education are publicized.

A majority of the administrator respondents (90.6%) indicated "yes," they were aware of hiring policies being publicized. The majority of all sub-groups answered "yes" to this goal statement (as indicated in Table 5).

Goal Statement 5: Vocational education staff employment application forms are sex fair (i.e., the same questions are asked of both sexes).

A majority of the administrator respondents (90.3%) indicated "yes," they were aware of the application forms being sex fair. The majority of all sub-groups answered "yes" to this goal statement (as indicated in Table 6).

Goal Statement 6: Membership of screening committees is representative of the female/male ratio of the community population.

A majority of the administrator respondents (51.1%) indicated "yes," they were aware of screening committees being representative of the female/male ratio of the community population. The majority of all sub-groups answered "yes" to this goal statement (as indicated in Table 7).

Goal Statement 7: Recruitment policies designed to increase nontraditional student involvement in vocational education programs/courses have been developed.

A majority of the administrator respondents (67.0%) indicated "yes," they were aware of recruitment policies being developed to increase nontraditional student involvement. The majority of all sub-groups answered "yes" to this goal statement (as indicated in Table 8).

Goal Statement 8: Nondiscriminatory enrollment policies in vocational education are publicized.

A majority of the administrator respondents (86.4%) indicated "yes," they were aware of nondiscriminatory enrollment policies being publicized. The majority of all sub-groups answered "yes" to this goal statement (as indicated in Table 9).

Goal Statement 9: Vocational education student recruitment teams are representative of the female/male ratio of the community population.

The response by administrators to recruitment teams being representative of female/male ratio of the community population was 38.6% (yes), 13.9% (no), and 40.9% (do not know). The majority of sub-groups had the same response ratio as above (as indicated in Table 10).

TABLE 8

RESPONSES BY ADMINISTRATOR GROUPS

RECRUITMENT POLICIES DESIGNED TO INCREASE NONTRADITIONAL STUDENT INVOLVEMENT IN VOCATIONAL EDUCATION PROGRAMS/COURSES HAVE BEEN DEVELOPED.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 61.7% | 17.8% | 20.6% |
| MALE | 73.4% | 10.5% | 16.2% |
| **RACE** | | | |
| WHITE | 71.2% | 11.8% | 17.0% |
| BLACK | 63.2% | 15.8% | 21.1% |
| ASIAN | 75.0% | 25.0% | 0.0% |
| AMERICAN INDIAN | 0.0% | 0.0% | 100.0% |
| HISPANIC | 50.0% | 50.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 70.2% | 13.2% | 16.2% |
| VOCATIONAL-TECHNICAL CENTER | 92.3% | 7.7% | 0.0% |
| COMMUNITY COLLEGE | 68.2% | 12.5% | 19.3% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 75.0% | 0.0% | 25.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 66.7% | 0.0% | 33.3% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 66.7% | 22.2% | 11.1% |
| OTHER | 83.3% | 16.7% | 0.0% |

TABLE 9

RESPONSES BY ADMINISTRATOR GROUPS

NONDISCRIMINATORY ENROLLMENT POLICIES IN VOCATIONAL EDUCATION ARE PUBLICIZED.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 89.6% | 6.6% | 3.8% |
| MALE | 89.1% | 3.9% | 7.0% |
| **RACE** | | | |
| WHITE | 91.7% | 3.8% | 4.5% |
| BLACK | 71.1% | 13.2% | 15.8% |
| ASIAN | 100.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 0.0% | 0.0% | 100.0% |
| HISPANIC | 100.0% | 0.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 84.5% | 7.8% | 7.8% |
| VOCATIONAL-TECHNICAL CENTER | 92.3% | 0.0% | 7.7% |
| COMMUNITY COLLEGE | 92.7% | 2.6% | 4.7% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 50.0% | 25.0% | 25.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 88.9% | 11.1% | 0.0% |
| OTHER | 83.3% | 16.7% | 0.0% |

TABLE 10

RESPONSES BY ADMINISTRATOR GROUPS

VOCATIONAL EDUCATION STUDENT RECRUITMENT TEAMS ARE REPRESENTATIVE OF THE FEMALE/MALE RATIO OF THE COMMUNITY POPULATION.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 37.9% | 17.5% | 44.7% |
| MALE | 42.8% | 14.0% | 43.2% |
| **RACE** | | | |
| WHITE | 42.6% | 14.4% | 43.0% |
| BLACK | 28.9% | 21.1% | 50.0% |
| ASIAN | 50.0% | 0.0% | 50.0% |
| AMERICAN INDIAN | 0.0% | 0.0% | 100.0% |
| HISPANIC | 50.0% | 25.0% | 25.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 34.3% | 14.3% | 51.4% |
| VOCATIONAL-TECHNICAL CENTER | 76.9% | 0.0% | 23.1% |
| COMMUNITY COLLEGE | 43.2% | 16.8% | 40.0% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 66.7% | 33.3% | 0.0% |
| BUSINESS EDUCATION | 25.0% | 0.0% | 75.0% |
| DISTRIBUTIVE EDUCATION | 50.0% | 0.0% | 50.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 33.3% | 0.0% | 66.7% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 50.0% | 33.3% | 16.7% |
| MULTIPLE PROGRAM AREAS | 33.3% | 22.2% | 44.4% |
| OTHER | 50.0% | 33.3% | 16.7% |

TABLE 11

RESPONSES BY ADMINISTRATOR GROUPS

RECORDS OF VOCATIONAL EDUCATION STUDENT RECRUITMENT EFFORTS ARE MAINTAINED.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 39.0% | 21.9% | 39.0% |
| MALE | 38.9% | 16.4% | 44.7% |
| **RACE** | | | |
| WHITE | 37.8% | 19.4% | 42.8% |
| BLACK | 39.5% | 10.5% | 50.0% |
| ASIAN | 50.0% | 0.0% | 50.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 75.0% | 25.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 26.1% | 27.9% | 45.9% |
| VOCATIONAL-TECHNICAL CENTER | 53.8% | 23.1% | 23.1% |
| COMMUNITY COLLEGE | 46.5% | 12.6% | 41.9% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 50.0% | 0.0% | 50.0% |
| DISTRIBUTIVE EDUCATION | 25.0% | 25.0% | 50.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 66.7% | 33.3% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 66.7% | 0.0% | 33.3% |
| MULTIPLE PROGRAM AREAS | 56.6% | 0.0% | 44.4% |
| OTHER | 33.3% | 16.7% | 50.0% |

TABLE 12

RESPONSES BY ADMINISTRATOR GROUPS

AN ANALYSIS OF STUDENT ENROLLMENT FIGURES BY SEX IS ONGOING IN VOCATIONAL EDUCATION TO IDENTIFY TRENDS OF MALES AND FEMALES IN ORDER TO ASCERTAIN AREAS OF SEX BIAS AND SEX STEREOTYPING.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 51.4% | 15.9% | 32.7% |
| MALE | 57.2% | 16.6% | 26.2% |
| **RACE** | | | |
| WHITE | 57.4% | 15.6% | 27.0% |
| BLACK | 37.8% | 24.3% | 37.8% |
| ASIAN | 25.0% | 0.0% | 75.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 75.0% | 25.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 67.9% | 25.6% | 26.5% |
| VOCATIONAL-TECHNICAL CENTER | 76.9% | 7.7% | 15.4% |
| COMMUNITY COLLEGE | 60.7% | 10.5% | 28.8% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 33.3% | 0.0% | 66.7% |
| BUSINESS EDUCATION | 50.0% | 0.0% | 50.0% |
| DISTRIBUTIVE EDUCATION | 75.0% | 0.0% | 25.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 66.7% | 33.3% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 66.7% | 0.0% | 33.3% |
| MULTIPLE PROGRAM AREAS | 37.5% | 37.5% | 25.0% |
| OTHER | 66.7% | 16.7% | 16.7% |

TABLE 13

RESPONSES BY ADMINISTRATOR GROUPS

DISCRIMINATION REGULATIONS AND GUIDELINES HAVE BEEN DISSEMINATED TO ALL VOCATIONAL EDUCATION STAFF.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 68.5% | 13.0% | 18.5% |
| MALE | 77.8% | 9.6% | 12.6% |
| **RACE** | | | |
| WHITE | 74.5% | 10.3% | 15.2% |
| BLACK | 78.9% | 10.5% | 10.5% |
| ASIAN | 50.0% | 50.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 100.0% | 0.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 79.3% | 7.8% | 12.9% |
| VOCATIONAL-TECHNICAL CENTER | 100.0% | 0.0% | 0.0% |
| COMMUNITY COLLEGE | 70.8% | 12.5% | 16.7% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 50.0% | 0.0% | 50.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 33.3% | 0.0% | 66.7% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 83.3% | 0.0% | 16.7% |
| MULTIPLE PROGRAM AREAS | 88.9% | 0.0% | 0.0% |
| OTHER | 66.7% | 0.0% | 33.3% |

Goal Statement 10: Records of vocational education student recruitment efforts are maintained.

The response by administrators to records of student recruitment being maintained was 36.9% (yes), 17% (no), and 41.2% (do not know). The majority of sub-groups had the same response ratio as above (as indicated in Table 11).

Goal Statement 11: An analysis of student enrollment figures by sex is ongoing in vocational education to identify trends of males and females in order to ascertain areas of sex bias and sex stereotyping.

A majority of the administrator respondents (53.7%) indicated "yes," they were aware of analysis of ongoing enrollment figures. The majority of sub-groups answered "yes" to the goal statement (as indicated in Table 12).

Goal Statement 12: Discrimination regulations and guidelines have been disseminated to all vocational education staff.

A majority of administrator respondents (72.7.%) indicated "yes," they were aware of discrimination regulations being disseminated to all staff. The majority of sub-groups answered "yes" to the goal statements (as indicated in Table 13).

Goal Statement 13: Inservice programs have been offered to provide vocational education with techniques for ensuring sex equity.

The response by administrators to inservice programs being offered to ensure sex equity was 42.3% (yes), 32.7% (no), and 21.6% (do not know). The majority of sub-groups answered "yes" to the goal statement, except the sub-groups of district level administrators that were female 49.5% (no), and community college level 43.8% (no) (as indicated in Table 14).

Goal Statement 14: In general, women and men performing the same or similar duties with equal experience and qualifications receive equal salaries.

The majority of administrator respondents (86.1%) indicated "yes," women and men performing the same duties received equal salaries. The majority of all sub-groups answered "yes" to the goal statement (as indicated in Table 15).

Goal Statement 15: In general, fringe benefits (e.g., retirement, sick leave, insurance, etc.) are the same for females and males at each staffing level.

The majority of the administrator respondents (93.8%) were aware of fringe benefits being the same for females and males. The majority of all sub-groups answered "yes" to the goal statement (as indicated in Table 16).

TABLE 14

RESPONSES BY ADMINISTRATOR GROUPS

INSERVICE PROGRAMS HAVE BEEN OFFERED TO PROVIDE VOCATIONAL EDUCATION WITH TECHNIQUES FOR ENSURING SEX EQUITY.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 31.8% | 49.5% | 18.7% |
| MALE | 49.3% | 27.1% | 23.6% |
| **RACE** | | | |
| WHITE | 43.1% | 35.8% | 21.2% |
| BLACK | 50.0% | 23.7% | 26.3% |
| ASIAN | 25.0% | 50.0% | 25.0% |
| AMERICAN INDIAN | 0.0% | 0.0% | 100.0% |
| HISPANIC | 50.0% | 25.0% | 25.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 58.3% | 20.0% | 21.7% |
| VOCATIONAL-TECHNICAL CENTER | 61.5% | 23.1% | 15.4% |
| COMMUNITY COLLEGE | 32.8% | 43.8% | 23.4% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 66.7% | 0.0% | 33.3% |
| BUSINESS EDUCATION | 50.0% | 25.0% | 25.0% |
| DISTRIBUTIVE EDUCATION | 75.0% | 25.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 33.3% | 33.3% | 33.3% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 83.3% | 0.0% | 16.7% |
| MULTIPLE PROGRAM AREAS | 55.6% | 33.3% | 11.1% |
| OTHER | 66.7% | 16.7% | 16.7% |

TABLE 15

RESPONSES BY ADMINISTRATOR GROUPS

IN GENERAL, WOMEN AND MEN PERFORMING THE SAME OR SIMILAR DUTIES WITH EQUAL EXPERIENCE AND QUALIFICATIONS RECEIVE EQUAL SALARIES.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 84.3% | 2.8% | 13.0% |
| MALE | 90.0% | 3.9% | 6.1% |
| **RACE** | | | |
| WHITE | 87.9% | 2.4% | 9.7% |
| BLACK | 86.8% | 13.2% | 0.0% |
| ASIAN | 100.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 100.0% | 0.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 95.7% | 2.6% | 1.7% |
| VOCATIONAL-TECHNICAL CENTER | 100.0% | 0.0% | 0.0% |
| COMMUNITY COLLEGE | 83.3% | 3.6% | 13.0% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 66.7% | 33.3% | 0.0% |
| BUSINESS EDUCATION | 75.0% | 25.0% | 0.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 55.6% | 22.2% | 22.2% |
| OTHER | 100.0% | 0.0% | 0.0% |

TABLE 16

RESPONSES BY ADMINISTRATOR GROUPS

IN GENERAL, FRINGE BENEFITS (e.g., retirement, sick leave, insurance, etc.) ARE THE SAME FOR FEMALES AND MALES AT EACH STAFFING LEVEL.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 93.5% | 2.8% | 3.7% |
| MALE | 98.2% | 0.9% | 0.9% |
| **RACE** | | | |
| WHITE | 97.9% | 0.7% | 1.4% |
| BLACK | 86.8% | 7.9% | 5.3% |
| ASIAN | 100.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 100.0% | 0.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 95.7% | 1.7% | 2.6% |
| VOCATIONAL-TECHNICAL CENTER | 100.0% | 0.0% | 0.0% |
| COMMUNITY COLLEGE | 96.9% | 1.6% | 1.6% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 100.0% | 0.0% | 0.0% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 100.0% | 0.0% | 0.0% |
| MULTIPLE PROGRAM AREAS | 88.9% | 11.1% | 0.0% |
| OTHER | 100.0% | 0.0% | 0.0% |

TABLE 17

RESPONSES BY ADMINISTRATOR GROUPS

CHILD CARE SERVICES ARE AVAILABLE TO ALL STUDENTS WITH CHILDREN.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 13.1% | 73.8% | 13.1% |
| MALE | 14.7% | 57.3% | 28.0% |
| **RACE** | | | |
| WHITE | 13.7% | 62.7% | 23.6% |
| BLACK | 15.8% | 63.2% | 21.1% |
| ASIAN | 0.0% | 75.0% | 25.0% |
| AMERICAN INDIAN | 0.0% | 100.0% | 0.0% |
| HISPANIC | 50.0% | 50.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 11.6% | 56.3% | 32.1% |
| VOCATIONAL-TECHNICAL CENTER | 53.8% | 46.2% | 0.0% |
| COMMUNITY COLLEGE | 14.1% | 67.5% | 18.3% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 0.0% | 100.0% | 0.0% |
| BUSINESS EDUCATION | 0.0% | 50.0% | 50.0% |
| DISTRIBUTIVE EDUCATION | 50.0% | 50.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 0.0% | 100.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 0.0% | 83.3% | 16.7% |
| MULTIPLE PROGRAM AREAS | 11.1% | 66.7% | 22.2% |
| OTHER | 33.3% | 50.0% | 16.7% |

TABLE 18

RESPONSES BY ADMINISTRATOR GROUPS

ADVISORY COMMITTEES ARE USED TO HELP INCREASE NONTRADITIONAL PLACEMENT.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 48.6% | 27.1% | 24.3% |
| MALE | 60.0% | 15.6% | 24.4% |
| **RACE** | | | |
| WHITE | 56.1% | 19.3% | 24.6% |
| BLACK | 59.5% | 16.2% | 24.3% |
| ASIAN | 25.0% | 50.0% | 25.0% |
| AMERICAN INDIAN | 0.0% | 0.0% | 100.0% |
| HISPANIC | 75.0% | 25.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 44.6% | 28.6% | 26.8% |
| VOCATIONAL-TECHNICAL CENTER | 76.9% | 7.7% | 15.4% |
| COMMUNITY COLLEGE | 62.8% | 13.6% | 23.6% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 75.0% | 0.0% | 25.0% |
| DISTRIBUTIVE EDUCATION | 50.0% | 25.0% | 25.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 100.0% | 0.0% | 0.0% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 83.3% | 0.0% | 16.7% |
| MULTIPLE PROGRAM AREAS | 44.4% | 33.3% | 22.2% |
| OTHER | 80.0% | 0.0% | 20.0% |

TABLE 19

RESPONSES BY ADMINISTRATOR GROUPS

BOARD MEMBERS AND ELECTED OFFICIALS ARE APPRISED OF THE STATUS OF SEX EQUITY IN VOCATIONAL PROGRAMS.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 41.7% | 13.0% | 45.4% |
| MALE | 67.8% | 4.8% | 27.6% |
| **RACE** | | | |
| WHITE | 60.1% | 7.6% | 32.3% |
| BLACK | 50.0% | 7.9% | 42.1% |
| ASIAN | 50.0% | 0.0% | 50.0% |
| AMERICAN INDIAN | 0.0% | 0.0% | 100.0% |
| HISPANIC | 100.0% | 0.0% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 62.3% | 7.0% | 30.7% |
| VOCATIONAL-TECHNICAL CENTER | 84.6% | 0.0% | 15.4% |
| COMMUNITY COLLEGE | 56.3% | 7.8% | 35.9% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 100.0% | 0.0% | 0.0% |
| BUSINESS EDUCATION | 75.0% | 0.0% | 25.0% |
| DISTRIBUTIVE EDUCATION | 75.0% | 0.0% | 25.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 33.3% | 0.0% | 66.3% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 66.7% | 0.0% | 33.3% |
| MULTIPLE PROGRAM AREAS | 66.7% | 11.1% | 22.2% |
| OTHER | | | |

Goal Statement 16: Child care services are available to all students with children.

The majority of the administrator respondents (59.1%) indicated "no," they were not aware of child services being made available. The majority of sub-groups answered "no" to the goal statement (as indicated in Table 17).

Goal Statement 17: Advisory committees are used to help increase nontraditional placement.

The majority of administrator respondents (54.0%) indicated "yes," they were aware of advisory committees being used to help increase non-traditional placement. The majority of all sub-groups answered "yes" to the goal statement (as indicated in Table 18).

Goal Statement 18: Board members and elected officials are apprised of the status of sex equity in vocational programs.

The majority of the administrator respondents (57.1%) answered "yes," they were aware of board members and elected officials being apprised of the status of sex equity. The majority of all sub-groups answered "yes" to the goal statement, (as indicated in Table 19).

Goal Statement 19: A list of priorities of sex equity needs has been established for your institution.

The response by administrators to a list of priorities being established was 32.7% (yes), 25.6% (no), and 37.8% (do not know). The majority of sub-groups answered "do not know" to the goal statement except the sub-groups of administrators on the secondary school level 43.4% (no) and vocational-technical center 42.2% (yes), (as indicated in Table 20).

Guidance Counselor Responses. Goal Statements 1-7 on the Guidance Counselor questionnaire were directed toward whether or not the activity was being achieved.

Goal Statement 1: Records of vocational education student recruitment efforts are maintained.

Most of the guidance counselor respondents (47.9%) indicated "yes," they were aware of records of student recruitment being maintained. The majority of sub-groups answered "yes" to the goal statement, (as indicated in Table 21).

Goal Statement 2: Vocational education enrollment applications are sex fair.

The majority of guidance counselor respondents (86.2%) indicated "yes," they were aware of enrollment applications being sex fair. The majority of all sub-groups answered "yes" to the goal statement (as indicated in Table 22).

TABLE 20

RESPONSES BY ADMINISTRATOR GROUPS

A LIST OF PRIORITIES OF SEX EQUITY NEEDS HAS BEEN ESTABLISHED FOR YOUR INSTITUTION.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 27.4% | 31.1% | 41.5% |
| MALE | 37.3% | 25.0% | 37.7% |
| **RACE** | | | |
| WHITE | 35.0% | 28.0% | 37.1% |
| BLACK | 31.6% | 21.1% | 47.4% |
| ASIAN | 25.0% | 25.0% | 50.0% |
| AMERICAN INDIAN | 0.0% | 0.0% | 100.0% |
| HISPANIC | 25.0% | 25.0% | 50.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 35.4% | 43.4% | 21.2% |
| VOCATIONAL-TECHNICAL CENTER | 46.2% | 30.8% | 23.1% |
| COMMUNITY COLLEGE | 31.9% | 16.8% | 51.3% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 33.3% | 0.0% | 66.7% |
| BUSINESS EDUCATION | 75.0% | 0.0% | 25.0% |
| DISTRIBUTIVE EDUCATION | 25.0% | 50.0% | 25.0% |
| DIVERSIFIED OCCUPATIONS | 0.0% | 0.0% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 33.3% | 33.3% | 33.3% |
| HOME ECONOMICS | 0.0% | 0.0% | 0.0% |
| INDUSTRIAL EDUCATION | 50.0% | 0.0% | 50.0% |
| MULTIPLE PROGRAM AREAS | 66.7% | 0.0% | 33.3% |
| OTHER | 50.0% | 16.7% | 33.3% |

TABLE 21

RESPONSES BY GUIDANCE COUNSELOR GROUPS

RECORDS OF VOCATIONAL EDUCATION STUDENT RECRUITMENT EFFORTS ARE MAINTAINED.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 51.1% | 18.8% | 30.2% |
| MALE | 46.5% | 22.5% | 31.0% |
| **RACE** | | | |
| WHITE | 48.1% | 22.5% | 29.4% |
| BLACK | 52.2% | 8.7% | 39.1% |
| ASIAN | 0.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 0.0% | 100.0% | 0.0% |
| HISPANIC | 16.7% | 33.3% | 50.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 44.1% | 29.1% | 26.8% |
| VOCATIONAL-TECHNICAL CENTER | 68.4% | 15.8% | 15.8% |
| COMMUNITY COLLEGE | 49.6% | 13.7% | 36.7% |
| **POSITION** | | | |
| OCCUPATIONAL SPECIALIST | 77.1% | 8.6% | 14.3% |
| GUIDANCE COUNSELOR-VOCATIONAL | 62.5% | 18.8% | 18.8% |
| GUIDANCE COUNSELOR-NON VOCATIONAL | 34.3% | 20.9% | 44.8% |
| GUIDANCE COUNSELOR-BOTH | 44.8% | 24.7% | 30.5% |

TABLE 22

RESPONSES BY GUIDANCE COUNSELOR GROUPS

VOCATIONAL EDUCATION ENROLLMENT APPLICATIONS ARE SEX FAIR.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 90.1% | 0.7% | 9.2% |
| MALE | 89.5% | 2.8% | 7.7% |
| **RACE** | | | |
| WHITE | 90.6% | 0.4% | 8.9% |
| BLACK | 84.8% | 6.5% | 8.7% |
| ASIAN | 0.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 83.3% | 16.7% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 91.5% | 0.8% | 7.7% |
| VOCATIONAL-TECHNICAL CENTER | 100.0% | 0.0% | 0.0% |
| COMMUNITY COLLEGE | 86.4% | 2.9% | 10.7% |
| **POSITION** | | | |
| OCCUPATIONAL SPECIALIST | 86.1% | 5.6% | 8.3% |
| GUIDANCE COUNSELOR-VOCATIONAL | 100.0% | 0.0% | 0.0% |
| GUIDANCE COUNSELOR-NON VOCATIONAL | 79.4% | 1.5% | 19.1% |
| GUIDANCE COUNSELOR-BOTH | 93.5% | 1.3% | 5.2% |

TABLE 23

RESPONSES BY GUIDANCE COUNSELOR GROUPS

AN ANALYSIS OF VOCATIONAL EDUCATION STUDENT ENROLLMENT FIGURES BY SEX IS ONGOING.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 46.0% | 18.7% | 35.3% |
| MALE | 49.3% | 17.4% | 33.3% |
| **RACE** | | | |
| WHITE | 47.0% | 18.6% | 34.3% |
| BLACK | 48.9% | 11.1% | 90.0% |
| ASIAN | 0.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 0.0% | 100.0% | 0.0% |
| HISPANIC | 33.3% | 50.0% | 16.7% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 39.7% | 25.2% | 35.1% |
| VOCATIONAL-TECHNICAL CENTER | 57.9% | 26.3% | 15.8% |
| COMMUNITY COLLEGE | 53.6% | 9.4% | 37.0% |
| **POSITION** | | | |
| OCCUPATIONAL SPECIALIST | 58.3% | 19.4% | 22.2% |
| GUIDANCE COUNSELOR-VOCATIONAL | 50.0% | 18.8% | 31.3% |
| GUIDANCE COUNSELOR-NON VOCATIONAL | 44.1% | 14.7% | 41.2% |
| GUIDANCE COUNSELOR-BOTH | 45.2% | 19.7% | 35.0% |

Goal Statement 3: An analysis of vocational education student enrollment figures by sex is ongoing.

Most of the guidance counselor respondents (46.9%) indicated "yes," they were aware of analysis of enrollement figures by sex. The majority of the sub-groups answered "yes" to the goal statement (as indicated in Table 23).

Goal Statement 4: All vocational education program admission criteria and prerequisites have been screened to ensure that they are free from differentiation on the basis if sex.

The majority of guidance counselor respondents (64.7%) indicated "yes," they were aware of admission criteria and prerequisites being screened. The majority of all sub-groups answered "yes" to the goal statement (as indicated in Table 24).

Goal Statement 5: Records of all vocational education program applicants are maintained.

The majority of guidance counselor respondents (59.5%) indicated "yes," they were aware of records of program applicants being maintained. The majority of sub-groups answered "yes" to the goal statement (as indicated in Table 25).

Goal Statement 6: Discrimination regulations and guidelines have been disseminated to all vocational education staff.

The majority of guidance counselor respondents (53.4%) indicated "yes," they were aware of discrimination regulations being disseminated to staff. The majority of all sub-groups answered "yes" to the goal statement (as indicated in Table 26).

Goal Statement 7: Inservice programs have been offered to provide vocational education with techniques for ensuring sex equity.

The response by guidance counselors to inservice programs being offered with techniques for ensuring sex equity was 29.8% (yes), 25.5% (no), and 36.8% (do not know). The majority of sub-groups answered "do not know" to the goal statement, except the sub-groups of counselors on secondary school level 45.4% (yes), counselors on vocational-technical center level 44.4% (no), and occupational specialist 51.4% (yes) as indicated in Table 27).

Teacher Responses. Goal Statements 1-4 on the teacher questionnaire were directed toward whether or not the activity was being achieved.

Goal Statement 1: Access to education facilities (e.g., restrooms, lockers, etc.) is provided equally to both male and female students.

TABLE 24

RESPONSES BY GUIDANCE COUNSELOR GROUPS

ALL VOCATIONAL EDUCATION PROGRAM ADMISSION CRITERIA AND PREREQUISITES HAVE BEEN SCREENED TO ENSURE THAT THEY ARE FREE FROM DIFFERENTIATION ON THE BASIS OF SEX.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 68.2% | 7.9% | 23.8% |
| MALE | 67.6% | 6.9% | 25.5% |
| **RACE** | | | |
| WHITE | 67.8% | 6.8% | 25.4% |
| BLACK | 73.9% | 6.5% | 19.6% |
| ASIAN | 0.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 50.0% | 16.7% | 33.3% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 71.8% | 8.4% | 19.8% |
| VOCATIONAL-TECHNICAL CENTER | 73.7% | 21.1% | 5.3% |
| COMMUNITY COLLEGE | 64.3% | 4.3% | 31.4% |
| **POSITION** | | | |
| OCCUPATIONAL SPECIALIST | 69.4% | 13.9% | 16.7% |
| GUIDANCE COUNSELOR-VOCATIONAL | 70.6% | 11.8% | 17.6% |
| GUIDANCE COUNSELOR-NON VOCATIONAL | 64.7% | 5.9% | 29.4% |
| GUIDANCE COUNSELOR-BOTH | 70.5% | 6.4% | 23.1% |

TABLE 25

RESPONSES BY GUIDANCE COUNSELOR GROUPS

RECORDS OF ALL VOCATIONAL EDUCATION PROGRAM APPLICANTS ARE MAINTAINED.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 64.9% | 12.8% | 23.3% |
| MALE | 69.3% | 11.4% | 19.3% |
| **RACE** | | | |
| WHITE | 68.3% | 13.0% | 18.7% |
| BLACK | 73.3% | 4.4% | 22.2% |
| ASIAN | 0.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 0.0% | 100.0% | 0.0% |
| HISPANIC | 50.0% | 16.7% | 33.3% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 64.0% | 16.8% | 19.2% |
| VOCATIONAL-TECHNICAL CENTER | 84.2% | 10.5% | 5.3% |
| COMMUNITY COLLEGE | 70.3% | 7.2% | 22.5% |
| **POSITION** | | | |
| OCCUPATIONAL SPECIALIST | 88.9% | 11.1% | 0.0% |
| GUIDANCE COUNSELOR-VOCATIONAL | 70.6% | 23.5% | 5.9% |
| GUIDANCE COUNSELOR-NON VOCATIONAL | 51.5% | 16.7% | 31.8% |
| GUIDANCE COUNSELOR-BOTH | 70.0% | 9.3% | 20.7% |

TABLE 26

RESPONSES BY GUIDANCE COUNSELOR GROUPS

DISCRIMINATION REGULATIONS AND GUIDELINES HAVE BEEN DISSEMINIATED TO ALL VOCATIONAL EDUCATION STAFF.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 66.3% | 5.3% | 38.4% |
| MALE | 59.4% | 6.3% | 34.3% |
| **RACE** | | | |
| WHITE | 57.2% | 5.1% | 37.7% |
| BLACK | 66.7% | 4.4% | 28.9% |
| ASIAN | 0.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 66.7% | 16.7% | 16.7% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 65.9% | 5.3% | 28.8% |
| VOCATIONAL-TECHNICAL CENTER | 68.4% | 10.5% | 21.1% |
| COMMUNITY COLLEGE | 51.1% | 4.4% | 44.5% |
| **POSITION** | | | |
| OCCUPATIONAL SPECIALIST | 63.9% | 26.7% | 25.0% |
| GUIDANCE COUNSELOR-VOCATIONAL | 76.5% | 5.9% | 17.6% |
| GUIDANCE COUNSELOR-NON VOCATIONAL | 50.7% | 4.5% | 44.8% |
| GUIDANCE COUNSELOR-BOTH | 59.4% | 4.5% | 36.1% |

TABLE 27

RESPONSES BY GUIDANCE COUNSELOR GROUPS

INSERVICE PROGRAMS HAVE BEEN OFFERED TO PROVIDE VOCATIONAL EDUCATION WITH TECHNIQUES FOR ENSURING SEX EQUITY.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 34.0% | 24.0% | 42.0% |
| MALE | 31.9% | 29.8% | 38.3% |
| **RACE** | | | |
| WHITE | 32.1% | 27.4% | 40.6% |
| BLACK | 36.4% | 18.2% | 45.5% |
| ASIAN | 0.0% | 0.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 33.3% | 66.7% | 0.0% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 45.4% | 19.2% | 35.4% |
| VOCATIONAL-TECHNICAL CENTER | 38.9% | 44.4% | 16.7% |
| COMMUNITY COLLEGE | 21.2% | 30.7% | 48.2% |
| **POSITION** | | | |
| OCCUPATIONAL SPECIALIST | 51.4% | 22.9% | 25.7% |
| GUIDANCE COUNSELOR-VOCATIONAL | 23.5% | 35.3% | 41.2% |
| GUIDANCE COUNSELOR-NON VOCATIONAL | 32.8% | 19.4% | 47.8% |
| GUIDANCE COUNSELOR-BOTH | 32.0% | 28.1% | 39.9% |

TABLE 28

RESPONSES BY TEACHER GROUPS

ACCESS TO EDUCATION FACILITIES (e.g., restrooms, lockers, etc.) IS PROVIDED EQUALLY TO BOTH MALE AND FEMALE STUDENTS

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 93.7% | 3.3% | 3.0% |
| MALE | 91.3% | 7.3% | 1.4% |
| **RACE** | | | |
| WHITE | 93.0% | 5.1% | 1.9% |
| BLACK | 89.8% | 6.8% | 3.4% |
| ASIAN | 66.7% | 0.0% | 33.3% |
| AMERICAN INDIAN | 80.0% | 0.0% | 20.0% |
| HISPANIC | 85.7% | 0.0% | 14.3% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 91.2% | 6.2% | 2.6% |
| VOCATIONAL-TECHNICAL CENTER | 95.1% | 4.1% | 0.8% |
| COMMUNITY COLLEGE | 90.6% | 1.6% | 7.8% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 84.2% | 5.3% | 10.5% |
| BUSINESS EDUCATION | 94.8% | 3.4% | 1.7% |
| DISTRIBUTIVE EDUCATION | 100.0% | 0.0% | 0.0% |
| DIVERSIFIED OCCUPATIONS | 96.2% | 3.8% | 0.0% |
| HEALTH AND PUBLIC SERVICE | 91.5% | 6.4% | 2.1% |
| HOME ECONOMICS | 95.7% | 1.4% | 2.9% |
| INDUSTRIAL EDUCATION | 85.4% | 10.7% | 3.9% |
| OTHER | 91.7% | 4.2% | 4.2% |

TABLE 29

RESPONSES BY TEACHER GROUPS

APPROPRIATE SAFETY APPAREL IS PROVIDED TO BOTH SEXES IN VOCATIONAL LABORATORY CLASSES.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 80.5% | 2.6% | 16.9% |
| MALE | 92.6% | 0.9% | 6.5% |
| **RACE** | | | |
| WHITE | 86.8% | 2.0% | 12.2% |
| BLACK | 84.2% | 1.8% | 14.0% |
| ASIAN | 80.0% | 20.0% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 85.7% | 0.0% | 14.3% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 87.8% | 3.0% | 9.2% |
| VOCATIONAL-TECHNICAL CENTER | 89.3% | 0.0% | 10.7% |
| COMMUNITY COLLEGE | 69.8% | 1.6% | 28.6% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 92.1% | 5.3% | 2.6% |
| BUSINESS EDUCATION | 78.6% | 1.8% | 19.6% |
| DISTRIBUTIVE EDUCATION | 86.4% | 4.5% | 9.1% |
| DIVERSIFIED OCCUPATIONS | 88.0% | 0.0% | 12.0% |
| HEALTH AND PUBLIC SERVICE | 80.9% | 0.0% | 19.1% |
| HOME ECONOMICS | 88.6% | 4.3% | 7.1% |
| INDUSTRIAL EDUCATION | 93.1% | 1.0% | 5.9% |
| OTHER | 84.7% | 1.4% | 13.9% |

The majority of teacher respondents (84.9%) indicated "yes," they were aware of equal access to facilities. The majority of sub-groups answered "yes" to the goal statement (as indicated in Table 28).

> Goal Statement 2: Appropriate safety apparel is provided to both sexes in vocational laboratory classes.

The majority of teacher respondents (82.5%) indicated "yes," they were aware of safety apparel being provided to both sexes. The majority of sub-groups answered "yes" to the goal statement (as indicated in Table 29).

> Goal Statement 3: The criteria for measuring student achievement in vocational education classes are the same for all female and male students.

The majority of teacher respondents (87.5%) indicated "yes," they were aware of criteria for measuring student achievement being the same. The majority of all sub-groups answered "yes" to the goal statement (as indicated in Table 30).

> Goal Statement 4: Inservice programs have been offered to provide vocational education personnel with techniques for ensuring sex equity.

Most of the teacher respondents (43.0%) indicated "yes," they were aware of inservice programs being offered with techniques for ensuring sex equity. The majority of sub-groups answered "yes" to the goal statement, except the sub-groups of teachers that are teachers on the community college level 36.5% (no) (as indicated in Table 31).

Item Response. The mean and standard deviation of item responses by administrators, guidance counselors, and teachers is illustrated in Tables 32, 33, and 34. Means of one (1) reflect goals which are being met to a very low degree while means of four (4) or above indicate a high degree of achievement.

Statements Receiving Less Than 75% "Yes" Response. Figure 1 illustrates the statements showing areas of need as reported by less than 75% "yes" response to achievement. *Inservice programs have been offered to provide vocational education personnel with techniques for ensuring sex equity* was the only statement administrators, guidance counselors, and teachers agreed upon as an area of need common to all groups.

Rank Order on Common Items. Within the survey instruments were items that were common to all three groups. These common items were rank ordered on a scale of one (1) indicating the lowest degree of achievement while eighteen (18) indicated the highest degree of achievement.

All Groups. The results of rank ordering of all groups on common items indicated that, *nontraditional instructors are used in preservice and inservice teacher training* was the goal being achieved to the lowest degree (as shown in Figure 2).

TABLE 30

RESPONSES BY TEACHER GROUPS

THE CRITERIA FOR MEASURING STUDENT ACHIEVEMENT IN VOCATIONAL EDUCATION CLASSES ARE THE SAME FOR ALL FEMALE AND MALE STUDENTS.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 90.0% | 1.1% | 8.9% |
| MALE | 91.2% | 4.6% | 4.1% |
| **RACE** | | | |
| WHITE | 90.0% | 2.9% | 7.0% |
| BLACK | 93.2% | 1.7% | 5.1% |
| ASIAN | 66.7% | 33.3% | 0.0% |
| AMERICAN INDIAN | 100.0% | 0.0% | 0.0% |
| HISPANIC | 85.7% | 0.0% | 14.3% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 89.9% | 3.9% | 6.2% |
| VOCATIONAL-TECHNICAL CENTER | 91.8% | 1.6% | 6.6% |
| COMMUNITY COLLEGE | 87.3% | 1.6% | 11.1% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 84.2% | 13.2% | 2.6% |
| BUSINESS EDUCATION | 90.5% | 0.9% | 8.6% |
| DISTRIBUTIVE EDUCATION | 90.9% | 0.0% | 9.1% |
| DIVERSIFIED OCCUPATIONS | 92.0% | 0.0% | 8.0% |
| HEALTH AND PUBLIC SERVICE | 87.2% | 0.0% | 12.8% |
| HOME ECONOMICS | 90.0% | 2.9% | 7.1% |
| INDUSTRIAL EDUCATION | 91.3% | 6.8% | 1.9% |
| OTHER | | | |

TABLE 31

RESPONSES BY TEACHER GROUPS

INSERVICE PROGRAMS HAVE BEEN OFFERED TO PROVIDE VOCATIONAL EDUCATION PERSONNEL WITH TECHNIQUES FOR ENSURING SEX EQUITY.

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| **SEX** | | | |
| FEMALE | 41.3% | 28.0% | 30.7% |
| MALE | 47.4% | 25.1% | 27.4% |
| **RACE** | | | |
| WHITE | 42.1% | 27.6% | 30.3% |
| BLACK | 57.9% | 22.8% | 19.3% |
| ASIAN | 83.3% | 0.0% | 16.7% |
| AMERICAN INDIAN | 80.0% | 0.0% | 20.0% |
| HISPANIC | 28.6% | 28.6% | 42.9% |
| **LEVEL** | | | |
| SECONDARY SCHOOL | 43.0% | 29.1% | 27.8% |
| VOCATIONAL-TECHNICAL CENTER | 54.2% | 15.0% | 30.8% |
| COMMUNITY COLLEGE | 34.9% | 36.5% | 28.6% |
| **INSTRUCTIONAL AREA** | | | |
| AGRICULTURE | 65.8% | 10.5% | 23.7% |
| BUSINESS EDUCATION | 38.7% | 31.5% | 29.7% |
| DISTRIBUTIVE EDUCATION | 59.1% | 18.2% | 22.7% |
| DIVERSIFIED OCCUPATIONS | 48.0% | 12.0% | 40.0% |
| HEALTH AND PUBLIC SERVICE | 38.3% | 38.3% | 23.4% |
| HOME ECONOMICS | 42.0% | 18.8% | 39.1% |
| INDUSTRIAL EDUCATION | 46.5% | 27.7% | 25.7% |
| OTHER | 41.7% | 29.2% | 29.2% |

TABLE 32

ITEM RESPONSE: MEAN AND STANDARD DEVIATION BY ADMINISTRATOR GROUPS

| Item | M | SD | Item | M | SD | Item | M | SD | Item | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.174 | 0.546 | 10 | 2.045 | 0.906 | 19 | 2.063 | 0.856 | 28 | 3.082 | 1.060 |
| 2 | 1.174 | 0.675 | 11 | 1.730 | 0.876 | 20 | 2.691 | 1.180 | 29 | 3.350 | 1.021 |
| 3 | 1.338 | 0.719 | 12 | 1.398 | 0.730 | 21 | 3.077 | 0.612 | 30 | 3.668 | 1.002 |
| 4 | 1.128 | 0.479 | 13 | 1.785 | 0.786 | 22 | 3.892 | 0.973 | 31 | 3.939 | 0.950 |
| 5 | 1.132 | 0.488 | 14 | 1.196 | 0.568 | 23 | 3.284 | 0.992 | 32 | 3.789 | 1.024 |
| 6 | 1.832 | 0.941 | 15 | 1.150 | 0.288 | 24 | 3.153 | 1.009 | 33 | 4.220 | 0.950 |
| 7 | 1.486 | 0.781 | 16 | 2.089 | 0.612 | 25 | 3.628 | 0.961 | 34 | 3.377 | 1.178 |
| 8 | 1.165 | 0.506 | 17 | 1.679 | 0.842 | 26 | 3.932 | 0.950 | 35 | 3.244 | 1.072 |
| 9 | 2.204 | 0.924 | 18 | 1.744 | 0.929 | 27 | 3.111 | 1.103 | 36 | 3.165 | 1.122 |
| | | | | | | | | | 37 | 3.080 | 1.191 |

TABLE 33

ITEM RESPONSE: MEAN AND STANDARD DEVIATION BY GUIDANCE COUNSELOR GROUPS

| Item | M | SD | Item | M | SD | Item | M | SD | Item | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.785 | 0.870 | 10 | 3.159 | 1.085 | 19 | 2.923 | 1.084 | 28 | 4.319 | 0.866 |
| 2 | 1.177 | 0.554 | 11 | 3.169 | 1.093 | 20 | 3.574 | 1.029 | 29 | 3.889 | 0.994 |
| 3 | 1.839 | 0.896 | 12 | 3.068 | 1.102 | 21 | 3.977 | 0.927 | 30 | 2.954 | 1.217 |
| 4 | 1.571 | 0.861 | 13 | 3.154 | 1.006 | 22 | 3.707 | 0.998 | 31 | 2.854 | 1.231 |
| 5 | 1.635 | 0.924 | 14 | 4.059 | 0.915 | 23 | 3.462 | 1.028 | 32 | 2.789 | 1.244 |
| 6 | 1.854 | 1.039 | 15 | 3.946 | 0.934 | 24 | 4.356 | 0.850 | | | |
| 7 | 2.127 | 0.916 | 16 | 3.673 | 0.972 | 25 | 3.904 | 0.897 | | | |
| 8 | 3.586 | 0.988 | 17 | 2.722 | 1.116 | 26 | 4.178 | 0.872 | | | |
| 9 | 3.284 | 1.136 | 18 | 2.770 | 1.039 | 27 | 3.846 | 0.948 | | | |

TABLE 34

ITEM RESPONSE: MEAN AND STANDARD DEVIATION BY TEACHER GROUPS

| Item | M | SD | Item | M | SD | Item | M | SD | Item | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.113 | 0.405 | 10 | 3.845 | 0.949 | 19 | 2.759 | 1.117 | 28 | 2.823 | 1.249 |
| 2 | 1.261 | 0.659 | 11 | 3.237 | 1.110 | 20 | 3.299 | 1.072 | 29 | 2.758 | 1.218 |
| 3 | 1.169 | 0.529 | 12 | 2.793 | 1.102 | 21 | 3.566 | 1.032 | | | |
| 4 | 1.839 | 0.845 | 13 | 3.105 | 1.010 | 22 | 3.673 | 1.032 | | | |
| 5 | 3.563 | 1.043 | 14 | 3.397 | 1.047 | 23 | 3.486 | 1.076 | | | |
| 6 | 3.084 | 1.177 | 15 | 4.178 | 0.886 | 24 | 3.923 | 0.968 | | | |
| 7 | 2.946 | 1.138 | 16 | 3.746 | 0.982 | 25 | 4.062 | 0.974 | | | |
| 8 | 3.305 | 1.048 | 17 | 2.845 | 1.154 | 26 | 4.027 | 0.970 | | | |
| 9 | 4.000 | 0.950 | 18 | 2.741 | 1.158 | 27 | 3.009 | 1.189 | | | |

FIGURE 1

STATEMENTS SHOWING AREAS OF NEED AS REPORTED BY LESS THAN 75% "YES" RESPONSE TO ACHIEVEMENT

ADMINISTRATORS

MEMBERSHIP OF SCREENING COMMITTEES IS REPRESENTATIVE OF THE FEMALE/MALE RATIO OF THE COMMUNITY POPULATION.

RECRUITMENT POLICIES DESIGNED TO INCREASE INVOLVEMENT IN VOCATIONAL EDUCATION PROGRAMS/ COURSES HAVE BEEN DEVELOPED.

VOCATIONAL EDUCATION STUDENT RECRUITMENT TEAMS ARE REPRESENTATIVE OF THE FEMALE/MALE RATIO OF THE COMMUNITY POPULATION.

RECORDS OF VOCATIONAL EDUCATION STUDENTS RECRUITMENT EFFORTS ARE MAINTAINED.

AN ANALYSIS OF STUDENT ENROLLMENT FIGURES BY SEX IS ONGOING IN VOCATIONAL EDUCATION TO IDENTIFY TRENDS OF MALES AND FEMALES IN ORDER TO ASCERTAIN AREAS OF SEX BIAS AND SEX STEREOTYPING.

INSERVICE PROGRAMS HAVE BEEN OFFERED TO PROVIDE VOCATIONAL EDUCATION WITH TECHNIQUES FOR ENSURING SEX EQUITY.

CHILD CARE SERVICES ARE AVAILABLE TO ALL STUDENTS WITH CHILDREN.

ADVISORY COMMITTEES ARE USED TO HELP INCREASE NONTRADITIONAL PLACEMENT.

BOARD MEMBERS AND ELECTED OFFICIALS ARE APPRISED OF THE STATUS OF SEX EQUITY IN VOCATIONAL PROGRAMS.

A LIST OF PRIORITIES OF SEX EQUITY NEEDS HAS BEEN ESTABLISHED FOR YOUR INSTITUTION.

GUIDANCE COUNSELORS

RECORDS OF VOCATIONAL EDUCATION STUDENT RECRUITMENT EFFORTS ARE MAINTAINED.

AN ANALYSIS OF VOCATIONAL EDUCATION STUDENT ENROLLMENT FIGURES BY SEX IS ONGOING.

ALL VOCATIONAL EDUCATION PROGRAM ADMISSION CRITERIA AND PREREQUISITES HAVE BEEN SCREENED TO ENSURE THAT THEY ARE FREE FROM DIFFERENTIATION ON THE BASIS OF SEX.

RECORDS OF ALL VOCATIONAL EDUCATION PROGRAM APPLICANTS ARE MAINTAINED.

DISCRIMINATION REGULATIONS AND GUIDELINES HAVE BEEN DISSEMINATED TO ALL VOCATIONAL EDUCATION STAFF.

INSERVICE PROGRAMS HAVE BEEN OFFERED TO PROVIDE VOCATIONAL EDUCATION WITH TECHNIQUES FOR ENSURING SEX EQUITY.

TEACHERS

INSERVICE PROGRAMS HAVE BEEN OFFERED TO PROVIDE VOCATIONAL EDUCATION PERSONNEL WITH TECHNIQUES FOR ENSURING SEX EQUITY.

FIGURE 2

Rank Order of All Groups on Common Items*

Lowest Achievement 1 Highest Achievement 18

| Statement | Rank Score | Mean Score |
|---|---|---|
| Nontraditional instructors are used in preservice and inservice teacher training. | 1 | 2.79 |
| Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes. | 2 | 2.85 |
| Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | 3 | 2.89 |
| Information relating to the funding of sex equity programs has been disseminated to vocational administrators, guidance personnel, and teachers. | 4 | 2.93 |
| Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers. | 5 | 2.98 |
| Female students are recruited into traditionally male vocational programs. (e.g. auto mechanics, masonry, etc.). | 6 | 2.99 |
| Male students are recruited into traditionally female vocational programs. (e.g. home economics, nursing, etc.). | 7 | 3.11 |
| Vocational education student applicant pools reflect the female/male composition of the relevant labor market. | 8 | 3.15 |
| Assistance in preparing student applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | 9 | 3.20 |
| Vocational education student recruitment techniques and materials emphasize persons in nontraditional roles. | 10 | 3.22 |
| Vocational education guidance personnel have the skills necessary to analyze guidance materials for sex bias and sex stereotypes. | 11 | 3.48 |
| Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | 12 | 3.58 |
| Vocational education guidance materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | 13 | 3.64 |
| Sex-fair employment interview techniques for vocational education staffing are used. | 14 | 3.66 |
| Vocational education personnel duty assignments are sex fair. | 15 | 3.76 |
| Vocational and nonvocational counselors are mutually supportive in the promotion of sex equity in all programs. | 16 | 3.81 |
| Males and females are provided with the same information about possible traditional and nontraditional careers. | 17 | 4.02 |
| All appropriate financial aid information is made available to female and male students and prospective students. | 18 | 4.26 |

*Common items is defined as statements that appear common on two or all of the survey instruments. For example, common statements to administrators and counselors, on teachers and counselors, or administrators, counselors, and teachers.

Females and Males. *Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes*--ranked by females as having the lowest achievement, whereas, *nontraditional instructors are used in preservice and inservice teacher training*--was ranked by males as having lowest achievement (as shown in Figure 3).

All Races. *Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers*--ranked number one in lowest achievement among all races (as shown in Figure 4).

Common Items Demographically. Appendix F illustrates a breakdown of rank order on common items overall and demographically (female, male, white, black, Asian, Pacific Islander, American Indian, Hispanic, secondary school, vocational-technical center, and community college).

Rank Order by Administrators. *Funds have been allocated for exemplary or innovative programs related to the promotion of sex equity*--ranked number one overall in lowest achievement by administrators. Appendix G illustrates the breakdown of rank ordering by administrators demographically.

Rank Order by Guidance Counselors. *Nontraditional instructors are used in preservice and inservice training*--ranked number one overall in lowest achievement by guidance counselors. Appendix H illustrates the breakdown of rank ordering by guidance counselors demographically.

Rank Order by Teachers. *Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes*--ranked number one overall in lowest achievement by teachers. Appendix I illustrates the breakdown of rank ordering by teachers demographically.

FIGURE 3

Rank Order of Common Items By Females and Males

Lowest Achievement 1 Highest Achievement 18

| Statement | Female | | Male | |
|---|---|---|---|---|
| | Rank Score | Mean Score | Rank Score | Mean Score |
| Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes. | 1 | 2.72 | 2 | 2.97 |
| Nontraditional instructors are used in preservice and inservice teacher training. | 2 | 2.75 | 1 | 2.83 |
| Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | 3 | 2.77 | 3 | 3.00 |
| Information relating to the funding of sex equity programs is provided to vocational administrators, guidance personnel, and teachers. | 4 | 2.82 | 5 | 3.03 |
| Female students are recruited into traditionally male vocational education programs. (e.g. auto mechanics, masonry, etc.). | 5 | 2.94 | 7 | 3.07 |
| Parents are informed of the opportunities in non-traditional careers by vocational administrators, guidance personnel, and teachers. | 6 | 2.96 | 6 | 3.06 |
| Vocational education student applicant pools reflect the female/male composition of the relevant labor market. | 7 | 3.04 | 8 | 3.19 |
| Vocational education student recruitment techniques and materials emphasize persons in nontraditional roles. | 8 | 3.06 | 10 | 3.30 |
| Assistance in preparing applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | 9 | 3.07 | 9 | 3.30 |
| Male students are recruited into traditionally female vocational programs. (e.g. home economics, nursing, etc.). | 10 | 3.21 | 4 | 3.03 |
| Vocational education guidance personnel have the skills necessary to analyze guidance materials for sex bias and sex stereotypes. | 11 | 3.34 | 11 | 3.53 |
| Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | 12 | 3.42 | 13 | 3.66 |
| Sex-fair employment interview techniques for vocational education staffing are used. | 13 | 3.59 | 14 | 3.77 |
| Vocational education personnel duty assignments are sex fair. | 14 | 3.62 | 16 | 3.87 |
| Vocational education guidance materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | 15 | 3.65 | 12 | 3.64 |
| Vocational and nonvocational counselors are mutually supportive in the promotion of sex equity in all programs. | 16 | 3.78 | 15 | 3.84 |
| Males and females are provided with the same information about possible traditional and non-traditional careers. | 17 | 3.96 | 17 | 4.09 |
| All appropriate financial aid information is made available to female and male students and prospective students. | 18 | 4.30 | 18 | 4.30 |

FIGURE 4

Rank Order of All Groups on Common Items by All Races

Lowest Achievement 1 Highest Achievement 18

| Statement | Rank Score | Mean Score |
|---|---|---|
| Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers. | 1 | 2.02 |
| Information relating to the funding of sex equity programs has been disseminated to vocational administrators, guidance personnel, and teachers. | 2 | 2.21 |
| Female students are recruited into traditionally male vocational education programs. (e.g. auto mechanics, masonry, etc.). | 3 | 2.91 |
| Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students into traditionally single-sexed classes. | 4 | 2.97 |
| Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | 5 | 3.00 |
| Nontraditional instructors are used in preservice and inservice teacher training. | 6 | 3.03 |
| All appropriate financial aid information is made available to female and male students and prospective students. | 7 | 3.03 |
| Male students are recruited into traditionally female vocational programs. (e.g. auto mechanics, masonry, etc.). | 8 | 3.20 |
| Measures designed to help nontraditional students cope with problems unique to the occupation are included in the instructional program. | 9 | 3.35 |
| Sex-fair employment interview techniques for vocational education staffing are used. | 10 | 3.38 |
| Assistance in preparing applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | 11 | 3.44 |
| Vocational education guidance personnel have the skills necessary to analyze guidance materials for sex bias and sex stereotypes. | 12 | 3.44 |
| Vocational and nonvocational counselors are mutually supportive in the promotion of sex equity in all programs. | 13 | 3.53 |
| Vocational education student recruitment techniques and materials emphasize persons in nontraditional roles. | 14 | 3.55 |
| Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | 15 | 3.60 |
| Vocational education guidance materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | 16 | 3.62 |
| Males and females are provided with the same information about possible traditional and nontraditional careers. | 17 | 3.73 |
| Vocational education staff personnel duty assignments are sex fair. | 18 | 3.83 |

## CONCLUSIONS

Through the activities described in the Methodology section of this report, the project has been able to complete the specific objectives around which the study was centered. The following conclusions are based upon the procedures followed and the previously reported results.

1. The goal statements developed provide a valid description of activities vocational educators should engage in to ensure sex equity in vocational programs.

2. While efforts have been made to recruit nontraditional students into vocational programs, some programs have made no significant nontraditional enrollment gains.

3. The perceptions of administrators, counselors, and teachers concerning achievement of sex equity goals do not differ significantly at any level of vocational programming.

4. The needs assessment method and survey instruments used in this study are appropriate for use by local educational agencies and individual institutions in conducting self-studies and monitoring progress toward achievement of sex equity.

5. The Advisory Committee concluded that vocational educators need training, both preservice andinservice, to develop the skills and attitudes necessary to deal effectively with conflict situations confronting nontraditional students in classes and in the occupational area.

## RECOMMENDATIONS

The areas of need as identified in this study were arranged in order of priority by the Advisory Committee. These priorities are the recommendations of the Advisory Committee and the project staff to the Division of Vocational Education for actions necessary to enhance sex equity in vocational programs.

After reviewing the results of the data from the project study, the Advisory Committee has recommended the following areas for the Division of Vocational Education to address itself to in the future:

Advisory Committee Priorities of Areas of Need as Reported by All Groups on Common Items.

1. Training vocational education personnel to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes.

2. Training vocational education personnel to assist students in dealing effectively with situations confronting nontraditional students in the occupational area.

3. Ensuring that vocational and nonvocational counselors are mutually supportive in the promotion of sex equity in all programs.

4. Providing males and females with the same information about possible traditional and nontraditional careers.

5. Informing parents of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers.

Advisory Committee Priorities of Areas of Need as Reported by Less than 75% "yes" Response to Achievement.

1. Offering inservice programs to provide vocational education with techniques for ensuring sex equity.

2. Informing board members and elected officials of the status of sex equity in vocational programs.

3. Developing recruitment policies designed to increase involvement in vocational education programs and courses.

4. Screening all vocational education program admission criteria and prerequisites to ensure that they are free from differentiation on the basis of sex.

5. Ensuring membership of screening committees being representative of the female/male ratio of the community population.

Advisory Committee Priorities of Areas of Need as Reported by the Rank Ordering by Administrators on Levels of Achievement.

1. Training vocational education personnel to assist students in dealing effectively with situations confronting nontraditional students in traditionally single-sexed classes.

2. Training vocational education personnel to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes.

3. Developing vocational education student recruitment techniques and materials that emphasize persons in nontraditional roles.

4. Ensuring that vocational and nonvocational teachers are mutually supportive in the promotion of sex equity in all programs.

5. Ensuring that vocational education staff recruitment techniques emphasize persons in nontraditional roles.

Advisory Committee Priorities of Areas of Need as Reported by the Rank Ordering by Guidance Counselors on Levels of Achievement.

1. Training vocational education personnel to assist students in dealing effectively with situations confronting nontraditional students in the occupational area.

2. Training vocational education personnel to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes.

3. Informing parents of the opportunities in nontraditional careers by vocational administrators, guidance counselors and teachers.

4. Ensuring that testing instruments used for appraisal, evaluation, and placement of vocational education students are sex fair and free of sex stereotypes.

5. Ensuring that vocational and nonvocational counselors are mutually supportive in the promotion of sex equity.

Advisory Committee Priorities of Areas of Need as Reported by the Rank Ordering by Teachers on Levels of Achievement.

1. Training vocational education personnel to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes.

2. Training vocational education personnel to assist students in dealing effectively with situations confronting nontraditional students in the occupational area.

3. Informing parents of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers.

4. Training vocational education to have the skills necessary to analyze instructional materials for sex bias and sex stereotypes.

5. Ensuring that vocational and nonvocational teachers are mutually supportive in the promotion of sex equity.

# APPENDICES

# APPENDIX A

## Needs Assessment Model

## Needs Assessment Model

1. Establish a needs assessment committee
2. Prepare statements of goals
3. Conduct survey to determine perceived needs
4. Assign priorities to perceived needs
5. Determine actual status
6. Compare the actual status with the desired state (goal statements)
7. Assign priorities to identified needs

These steps have been influenced to a great extent by the Ohio Needs Assessment Guidelines procedures with major considerations for adaption and modification to fit this project's situation coming from Gustafson and Severance (1976) and Witkin (1975).

### Step one - Establish a needs assessment committee

A needs assessment requires a great deal of direction and coordination. It is important that the total process from planning to execution be overseen. This important task can be carried out by an appointed needs assessment committee. This committee will give needed direction to the entire process in addition to performing specific duties.

The size of the committee should be left to the discretion of the leader of the educational agency which is conducting the needs assessment. While the size of the committee can vary, it should be large enough to represent as many groups in the district as possible, yet be small enough so that meetings will be "work" sessions and not "talk" sessions.

The make-up of the committee should be a major consideration of the educational agency leader. Persons selected should be knowledgeable about education, be representative of the community, educational leadership, instructional personnel, parents and students, and be respected members of the community or state. At least one member (probably the project director) should be knowledgeable about needs assessment. For the purposes of this project it is recommended that a committee of experts in the field of sex bias and sex stereotyping in vocational education be named as consultants to aid the committee in carrying out some of its specific duties.

The members of the committee should become familiar with the needs assessment process and its purpose for they will be making decisions about procedural strategies and performing specific duties. The duties of the committee in addition to providing general direction will be: to prepare goal statements; to rank perceived needs; and to rank identified needs. Having the committee rather than just one person or agency involved in these duties should enhance the validity of the identified needs and lend credence to the entire study.

Step two - Prepare statements of goals

As a part of its general duties, the needs assessment committee must decide upon which level(s) of education the needs assessment will focus, as well as specific areas which need to be addressed. These decisions must be made before the needs assessment can be conducted.

The specific area which is being addressed by this project is the extent to which sex bias and sex role stereotyping exist in Florida's vocational education programs. Goals statements related to this purpose exist mainly in legislation (Title IX, Public Law 92-482) and the Florida State Plan for Vocational Education Under Title II of the Vocational Education Amendments of 1976. Specific goal statements for the purposes of the needs assessment should be developed from a review of the legislation, the Florida State Plan, and a comprehensive review of related literature. This task might be undertaken by an assigned group from the needs assessment committee or with the aid of the committee of experts on sex bias and sex role stereotyping. The completed list of goal statements should be validated by the committee of experts and/or the full needs assessment committee by using the following criteria: (1) Is the list of statements comprehensive enough to the areas deemed important? (2) Are the statements written in such a way that they will be understood by the sampling target groups? and (3) Does each statement reflect a desirable outcome of vocational education policies, practices, and activities? The validated list of goal statements (the desired state) will provide the basis upon which the needs assessment survey and other procedures will be conducted.

Step three - Conduct survey to determine perceived needs

After completing the list of goal statements, plans should be made for determining the perceptions of the various groups involved concerning the importance of each goal and the extent to which the goal is being met. The perceived needs are the discrepancies between the levels of importance and achievement for each goal statement.

The major tasks necessary for completion of this step are:

(1) Determine the group(s) to be surveyed.
(2) Develop and print the survey instrument(s).
(3) Field test the survey instrument.
(4) Determine sampling strategies.
(5) Distribute the survey instruments.
(6) Collect the survey instruments.

The needs assessment committee must decide upon a method for data collection prior to instrument development. For the purposes of this project and other needs assessments involving a great many respondents, it is recommended that a mailed instrument be used in order to keep costs to a minimum. For some smaller scale needs assessments (e.g., institutional, program, or course) personal interview schedules might be more appropriate.

The survey instrument(s) should be developed from the list of goal statements giving major consideration to the target group to be surveyed. One or more survey instruments need to be developed depending on the target groups identified (i.e., administrators, teachers, students, parents, community, etc.).

In addition to the list of goal statements, instrument development should involve consideration of format, scales, and the arrangement of goal statements by the needs assessment committee. The directions for the instrument developed by the committee should be clear and concise. The format agreed upon by the committee should be easy to follow and easy to complete in order to elicit a high return rate. The goal statements should be arranged with non-threatening statements first so as not to discourage the respondents from continuing. It is also recommended that any questions asking for personal information or demographic data be placed at the end of the survey instrument.

Once the validated goal statements have been placed in questionnaire form, the instrument should be pilot tested. The purpose of the pilot test is to check the mechanical aspects of the instrument with a small representative sample (8-10). The pilot test should be used to discover flaws in the wording of the test items and the directions by encouraging respondents to write comments about the items or directions which they find vague or confusing. The pilot test should also provide information about the time necessary for survey completion.

The questionnaire items and directions should be revised by the committee if necessary after completion of the pilot test. It is recommended that the revised instrument be printed professionally in preparation for the field test.

The field test of the survey instrument should use a small sample (20-40 persons) representative of the target group to be surveyed. Actual survey conditions should be simulated as much as possible. This could be accomplished through the printed instrument(s), coding the instrument(s) so as to determine which group completed an instrument, and the use of a cover letter with a brief explanation of the project. The letter should be sent under the name of the educational agency leader in charge of the survey to give credibility to the study.

All survey procedures should be followed during the field test in order to work out any procedural problems prior to the survey. These procedures should include the initial mailing and any subsequent follow-ups of the needs assessment committee's choice. The data received through returns of the questionnaires should be analyzed. The field test should serve as a test of the administrative procedures and data treatment methods.

Based on the results of the field test, final refinement of the procedures and instrument should be made by the committee in preparation for the survey effort. As final refinements are being made, the sample for the survey should be determined through random selection methods.

The survey questionnaire should be mailed along with a stamped, self-addressed, return envelope to the identified sample. As returns are collected, the survey instrument(s) should be categorized by groups for data analysis purposes.

Step four - Assign priorities to perceived needs

Analysis of data gathered from instrument returns should determine the discrepancies between levels of importance and achievement for each goal statement for each group. The use of a worksheet may be helpful in tabulating responses for the field test, but analysis should be handled by computer for the actual survey. The worksheets used in the field test should be useful in coding data for computer analysis.

The results of the data analysis will be a discrepancy value for each goal statement for each group. This average discrepancy value for each group will indicate the difference between the importance and achievement for each goal statement.

The discrepancy values should be compiled into a report for use by the needs assessment committee. These values are indicators of perceived needs and are not necessarily valid indicators that a given need actually exists. The discrepancy values will provide the needs assessment committee with information necessary to determine the top priority perceived needs for further investigation.

The needs assessment committee has a choice of different methods by which to assign priorities to the perceived needs. One method is to give equal value to each group of respondents and add the values from each group for each goal statement. The largest values would indicate top priority needs. This procedure assumes that the opinions of each group are of equal importance, an assumption which the needs assessment committee may not wish to make. An alternative method would be to weight the discrepancy values by group according to the wishes of the committee. After calculating the weighted discrepancy value for each goal statement, the committee can rank the perceived needs from largest to smallest by the size of the weighted discrepancy value.

The list of perceived needs in order of priority is based solely on the opinions of persons in the groups surveyed. While the perceptions of importance identified through the survey should be accepted as valid information, the perceptions of the achievement levels of various goal statements may not be accurate. Lack of information about the survey topic or bias as a result of an isolated incident could make these perceptions of achievement inaccurate. There should, therefore, be some objective data which can help to document the actual needs. The perceived needs ranked as top priority by the needs assessment committee should be used as areas in which to concentrate further assessment efforts.

The actual areas of top priority perceived needs to be included in further assessment efforts should be determined by the needs assessment committee by using the following criteria:

(1) The size of the discrepancy values,
(2) The relative cost of assessments in each area,
(3) The availability of data for assessment,
(4) The ease of conducting assessments in each area,
(5) The time available for further assessment.

Step five - Determine the actual status

The methods used to determine the actual status will usually be determined by the problem being addressed by the survey. For surveys attempting to determine the importance and levels of student achievement, the analysis of standardized test scores would be considered appropriate. For the purposes of this study, however, the actual state may not be readily available in the form of easily accessible existing data.

In order to determine the actual status of sex bias and sex role stereotyping, data such as enrollment figures, personnel patterns, administrative policies and procedures must be examined. The committee of experts in the field should prove invaluable in aiding in the accomplishment of this step. Also of great value would be self-study manuals such as Complying With Title IX, Implementing Institutional Self-Evaluation by Matthews and McCune (1976), Self-Study Guide to Sexism in Schools by the Pennsylvania Department of Education (1977), and A Handbook for Workshops on Sex Equality in Education by Verheyden-Hilliard, (1976).

Step six - Compare the actual status with the desired state

After having completed the determination of the actual status, a comparison of the goal statements (desired state) and the actual status should be compiled. Discrepancies should be noted and the comparisons should be presented to the needs assessment committee. The discrepancies noted will be the areas of need to be studied by the committee.

Step seven - Assign priorities to identified needs

The needs assessment committee should list the identified needs in order of importance after studying the comparison made in Step six. The setting of priorities should be determined only after considering the ranking given each need by each group surveyed, the size of the discrepancy noted for each identified need, and the validity of any strategy used to determine the actual status.

The committee could assign priorities to needs through discussions among committee members after considering the factors described above. An alternative strategy would be the use of the Delphi technique or a modification of it for rank ordering involving needs assessment committee members and committee of experts members in the process.

# APPENDIX B

## Project Advisory Committee

## Project Advisory Committee

Mr. Kenneth Bragg, Director
Lake County Area Vocational Technical Center

Dr. Ann Bromley
Vice President College Projects
Santa Fe Community College

Ms. Mickey Bumbaugh
Equal Access-Equal Opportunity Officer
Valencia Community College

Ms. Charlotte Carney
Sex Equity Official
Division of Vocational Education
State of Florida

Ms. Rose C. Diaz, Coordinator
Outreach and Recruitment
Hillsborough County Schools

Ms. Brenda Fernandez
Coordinator of Civil and Human Rights
Lee County High School Board

Dr. Ronald Fritchley
Institute of Nuclear Power Operations
Atlanta, Georgia

Mr. Ray Robison
Program Coordinator
Career Education
Orange County Schools

# APPENDIX C

## Goal Statements Describing The Ideal Status of Sex Equity In Vocational Education In Florida

## GOAL STATEMENTS DESCRIBING THE IDEAL STATUS OF SEX EQUITY IN VOCATIONAL EDUCATION IN FLORIDA

| A. POLICYMAKING AND IMPLEMENTATION | RESPONSIBLE ACTORS* | | | |
|---|---|---|---|---|
| Vocational educators should: | T | C | A | X |
| 1. Adopt written sex equity policies. | | | + | |
| 2. Design the steps and a timeline for the implementation of sex equity policies. | | | | + |
| 3. Allocate funds to implement sex equity policies. | | | + | |
| 4. Implement sex equity policies regardless of race or handicap. | | | | + |
| 5. Establish grievance procedures which are sex equitable. | | | + | |
| 6. Monitor and evaluate the implementation of sex equity policies. | | | + | |
| 7. Review and modify as needed, all policies and publications to ensure sex fairness. | | | | + |

| B. STAFF RECRUITMENT | | | | |
|---|---|---|---|---|
| Vocational educators should: | | | | |
| 1. Develop job descriptions and qualifications which are sex fair. | | | | + |
| 2. Publicize nondiscriminatory hiring policies. | | | + | |
| 3. Develop active recruitment policies to increase nontraditional involvement. | | | + | |
| 4. Utilize recruitment teams which are representative of the community population. | | | + | |
| 5. Utilize recruitment techniques and materials which emphasize persons in nontraditional roles. | | | | + |
| 6. Maintain records of recruitment efforts. | | | + | |
| 7. Use application forms which are sex fair. | | | + | |
| 8. Maintain a balanced applicant pool. | | | + | |
| 9. Appoint screening committees which are representative of the community population. | | | + | |
| 10. Use sex fair interviewing techniques. | | | | + |
| 11. Hire other sex into traditionally single sex positions. | | | + | |
| 12. Maintain adequate records of selection procedures. | | | + | |

*The actors were specified by consensus of the advisory committee as generally responsible for the initiation and/or accomplishment of the goals, and may not hold true for all situations.

T = Teachers
C = Counselors
A = Administrators
X = All vocational personnel

| C. STUDENT RECRUITMENT | RESPONSIBLE ACTORS | | | |
|---|---|---|---|---|
| Vocational educators should: | T | C | A | X |
| 1. Develop active recruitment policies designed to increase nontraditional involvement. | | + | | |
| 2. Develop and use a student recruitment plan. | | | | + |
| 3. Publicize nondiscriminatory enrollment policies. | | | + | |
| 4. Utilize recruitment teams which are representative of the community population. | | | + | |
| 5. Utilize recruitment techniques and materials which emphasize persons in nontraditional roles. | | | | + |
| 6. Recruit other sex into traditionally single sex programs. | | | | + |
| 7. Maintain records of recruitment efforts. | | + | | |
| 8. Use application forms which are sex fair. | | + | | |
| 9. Maintain a balanced applicant pool. | | | + | |
| 10. Develop counseling techniques designed to overcome sex stereotyping. | | | | + |
| 11. Use sex fair interviewing techniques | | | | + |
| 12. Maintain adequate records of selection procedures. | | + | | |
| 13. Conduct ongoing analysis of student enrollment figures. | | + | | |

| D. STUDENT ADMISSIONS | | | | |
|---|---|---|---|---|
| Vocational educators should: | | | | |
| 1. Appoint a student admissions committee which is representative of community population. | | | + | |
| 2. Use student admission forms which are sex fair. | | + | | |
| 3. Use tests which are sex fair and free of sex stereotypes. | | | | + |
| 4. Screen all program admission criteria and prerequisites to ensure sex fairness. | | + | | |
| 5. Maintain records of all applicants. | | + | | |
| 6. Develop sex fair guidelines for student selection interviews. | | | | + |
| 7. Maintain records of student enrollment by program by sex. | | + | | |
| 8. Increase the number of nontraditional students enrolled. | | | | + |

| E. CLASSROOM/LABORATORY INSTRUCTION | | | | |
|---|---|---|---|---|
| Vocational educators should: | | | | |
| 1. Develop a mini-plan for achieving sex equity in the classroom or laboratory. | + | | | |

| | T | C | A | X |
|---|---|---|---|---|
| 2. Document implementation of the sex equity mini-plan. | + | | | |
| 3. Prepare instructional plans which are bias free. | + | | | |
| 4. Use instructional approaches which are bias free. | + | | | |
| 5. Analyze instructional materials for sex bias and sex stereotypes. | + | + | | |
| 6. Use instructional materials which are free of sex stereotypes. | + | | | |
| 7. Use persons employed in nontraditional jobs as role models. | + | + | | |
| 8. Include measures designed to help nontraditional students cope with problems unique to the occupation. | + | + | | |
| 9. Provide appropriate safety apparel for both sexes. | + | | + | |
| 10. Provide equal facilities for both sexes (e.g. restrooms, lockers). | | | + | |
| 11. Select co-op work stations which comply with EEO guidelines. | + | | | |
| 12. Make assignments which reflect an awareness of sex equity. | + | | | |
| 13. Use the same evaluation criteria for all students. | + | | | |

F. CURRICULUM DEVELOPMENT

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Include local employment trends in curriculum development. | | | | + |
| 2. Utilize curriculum development teams which are representative of the community population. | | | + | |
| 3. Develop occupational task statements which are sex fair. | + | | | |
| 4. Develop sex fair performance objectives. | + | | | |
| 5. Develop sex fair student learning activities. | + | | | |
| 6. Develop sex fair evaluation activities. | + | | | |
| 7. Select and/or recommend materials which are free of sex bias and sex stereotypes. | | | | + |
| 8. Develop instructional materials which are free of sex bias and sex stereotypes. | | | | + |
| 9. Validate proposed curriculum materials using representative population. | + | | | |

G. PERSONNEL DEVELOPMENT

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Develop employee awareness of discrimination regulations. | | | + | |

| | T | C | A | X |
|---|---|---|---|---|
| 2. Provide employee training to develop techniques for ensuring sex equity. | | | + | |
| 3. Use nontraditional instructors in preservice and inservice training. | | | + | |
| 4. Prepare professional personnel to identify and resolve situations resulting from placing nontraditional students in traditionally one sex classes. | | | + | |
| 5. Prepare professional personnel to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | | | + | |
| 6. Train professional personnel to analyze instructional materials for sex bias and sex stereotypes. | | | + | |
| 7. Work with nonvocational staff to promote sex equity in all programs. | | | | + |
| 8. Allocate staff and program development funds and tuition waivers proportionally by sex. | | | + | |

H. PERSONNEL SERVICES

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Analyze salary schedules for equitable practices. (Classification and pay study) | | | + | |
| 2. Provide equal pay for equal work. | | | + | |
| 3. Provide fringe benefits on a sex fair basis. | | | + | |
| 4. Provide work settings on sex fair basis. | | | | + |
| 5. Assign duties in accordance with the sex fair job description. | | | | + |
| 6. Assign duties not specified in a job description in a sex fair manner. | | | | + |
| 7. Promote staff on sex fair basis. | | | + | |
| 8. Fill categorical personnel vacancies in a way that will annually improve the male/female ratio within that category in relation to the community population. | | | + | |
| 9. Participate in negotiations so as to represent vocational education sex equity needs. | + | + | | |

I. STUDENT SERVICES

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Develop and use a student services plan which is sex fair. | | | | + |
| 2. Document implementation and periodic assessment of the student services plan. | | + | | |

| | T | C | A | X |
|---|---|---|---|---|
| 3. Assign students to student services personnel on a sex fair basis. | | | + | |
| 4. Provide personal counseling services in a sex fair manner. | | + | | |
| 5. Select or recommend and use counseling and occupational materials which are free of sex bias and sex stereotypes. | | | | + |
| 6. Present occupational and career information in a sex fair manner. | | + | | |
| 7. Use assessment instruments which are sex fair and free of stereotypes. | | + | | |
| 8. Maintain all student records in a sex fair manner. | | + | | |
| 9. Solicit and administer all financial aid on a sex fair basis. | | + | | |
| 10. Make all financial aid information available to all students and prospective students. | | | | + |
| 11. Provide child care services for all students. | | | + | |

J. EXIT PLACEMENT AND FOLLOW-UP

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Reflect sex fair policies in placement and follow-up plan. | + | + | | |
| 2. Develop job and educational placement in sex fair manner. | + | + | | |
| 3. Develop job and educational placement for nontraditional students. | + | + | | |
| 4. Maintain records of exit placement and follow-up by sex. | + | + | | |

K. CO/EXTRACURRICULAR ACTIVITIES

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Support all sex fair co/extracurricular activities. | | | | + |
| 2. Promote sex equity in student leadership development. | | | | + |
| 3. Promote membership of both sexes in clubs and activities. | | | | + |
| 4. Promote youth group activities which are designed to overcome sex stereotyping. | | | | + |

L. COMMUNITY INVOLVEMENT

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Establish advisory committees which are representative of the community population. | | | | + |

| | T | C | A | X |
|---|---|---|---|---|
| 2. Utilize advisory committees and community groups to increase nontraditional placement. | | | | + |
| 3. Maintain a directory of nontraditional resource persons. | | | | + |
| 4. Serve as resource person on sex equity to the community. | | | | + |
| 5. Use media to continuously publicize non-traditional career opportunities. | | | | + |
| 6. Orient parents to opportunities in non-traditional careers. | | | | + |
| 7. Encourage libraries to disseminate sex equity information. | | | | + |
| 8. Encourage the use of displays in community activities that reinforce nontraditional roles. | | | | + |
| 9. Apprise board members and elected officials of sex equity status. | | | | + |

M. FINANCIAL RESOURCE DEVELOPMENT

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Establish a list of priorities of sex equity needs. | | | | + |
| 2. Seek funding sources for sex equity priorities (e.g. private, public). | | | | + |
| 3. Disseminate information relative to funding sex equity programs. | | | | + |
| 4. Provide assistance in preparing applications and proposals for sex equity. | | | + | |

N. ACCREDITING AND LICENSING AGENCIES

Vocational educators should:

| | | | | |
|---|---|---|---|---|
| 1. Recommend revisions in accreditation standards and procedures to ensure sex equity. | | | + | |
| 2. Utilize accreditation teams which are representative of the community population. | | | + | |
| 3. Utilize accreditation teams which include members employed in nontraditional positions. | | | + | |
| 4. Review and recommend revisions in licensing procedures to ensure sex fairness. | | | | + |

## APPENDIX D

Survey Instruments

## INTRODUCTION TO SURVEY QUESTIONNAIRE FOR ADMINISTRATORS

An assessment of the status of sex equity in Florida's vocational education programs is being conducted by researchers at the University of Central Florida in cooperation with the Florida Division of Vocational Education. As part of this assessment, vocational educators throughout the state are being surveyed. The information obtained from the attached questionnaire will provide the Division of Vocational Education with identified needs necessary for planning strategies for eliminating sex bias and sex role stereotyping from vocational education programs.

Attached are goal statements which reflect the activities in which vocational educators participate in order to achieve sex equity. The purpose of this survey is to determine your opinions as to whether or not these ideal goals have been met or to what degree vocational educators are participating in the activities.

To the right of each goal statement you will indicate <u>your opinion</u> as to whether or not the goa has been met or to what degree it has been met by <u>all vocational educators in your institution</u>. An example of each type of questionnaire item follows:

<u>Example</u>:

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| A timeline for the implementation of sex equity programs has been developed. | (✓) | ( ) | ( ) |

The check in the YES space indicates that such a timeline has been developed.

<u>Example</u>:

| | VERY LOW DEGREE | LOW DEGREE | AVERAGE DEGREE | HIGH DEGREE | VERY HIGH DEGREE |
|---|---|---|---|---|---|
| Job and educational placement opportunities for nontraditional students have been developed. | ( ) | ( ) | ( ) | ( ) | (✓) |

The check in the VERY HIGH DEGREE space indicates that many job and educational opportunities for nontraditional students have been developed.

The following definitions are provided in order to give you a clearer understanding of certain questionnaire items:

<u>Nontraditional</u>: (1) a person, or persons, involved in an instructional program, area of employment, or societal role, which is uncommon for persons of that sex. (2) a traditionally single-sexed instructional program, area of employment, or societal role, when entered into by a person of the opposite sex.

<u>Sex Bias</u>: behaviors resulting from the assumption that one sex is superior to the other.

<u>Sex Discrimination</u>: any action which limits or denies a person or group of persons, opportunities, privileges, roles or rewards on the basis of their sex.

<u>Sex Equity</u>: actions which result from the belief that one sex is equal to the other.

<u>Sex Fair</u>: describes actions which <u>do not</u> limit or deny a person or group of persons, opportunities, privileges, roles or rewards on the basis of their sex.

<u>Sex Stereotyping</u>: attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex.

DVE 215 Exp. 12/30/80
Voluntary

**Directions:** Put a check in the space that best corresponds with your opinion as to whether or not the goal has been achieved in your institution. If you do not know whether the goal has been achieved or not, check the DO NOT KNOW space.

| Goal Statements | YES | NO | DO NOT KNOW |
|---|---|---|---|
| 1. All existing policies (e.g., admission and graduation policies, grievance procedures) have been reviewed and modified to ensure sex fairness. | ( ) | ( ) | ( ) |
| 2. All existing printed material (e.g., public information materials, catalogues) have been reviewed and modified to ensure sex fairness. | ( ) | ( ) | ( ) |
| 3. Sex-fair job descriptions and qualifications have been developed for all vocational education staff positions. | ( ) | ( ) | ( ) |
| 4. Nondiscriminatory hiring policies in vocational education are publicized. | ( ) | ( ) | ( ) |
| 5. Vocational education staff employment applications forms are sex fair (i.e., the same questions are asked of both sexes). | ( ) | ( ) | ( ) |
| 6. Membership of screening committees is representative of the female/male ratio of the community population. | ( ) | ( ) | ( ) |
| 7. Recruitment policies designed to increase nontraditional student involvement in vocational education programs/courses have been developed. | ( ) | ( ) | ( ) |
| 8. Nondiscriminatory enrollment policies in vocational education are publicized. | ( ) | ( ) | ( ) |
| 9. Vocational education student recruitment teams are representative of the female/male ratio of the community population. | ( ) | ( ) | ( ) |
| 10. Records of vocational education student recruitment efforts are maintained. | ( ) | ( ) | ( ) |
| 11. An analysis of student enrollment figures by sex is ongoing in vocational education to identify trends of males and females in order to ascertain areas of sex bias and sex stereotyping. | ( ) | ( ) | ( ) |
| 12. Discrimination regulations and guidelines have been disseminated to all vocational education staff. | ( ) | ( ) | ( ) |
| 13. Inservice programs have been offered to provide vocational education with techniques for ensuring sex equity. | ( ) | ( ) | ( ) |
| 14. In general, women and men performing the same or similar duties with equal experience and qualifications receive equal salaries. | ( ) | ( ) | ( ) |
| 15. In general, fringe benefits (e.g., retirement, sick leave, insurance, etc.) are the same for females and males at each staffing level. | ( ) | ( ) | ( ) |
| 16. Child care services are available to all students with children. | ( ) | ( ) | ( ) |
| 17. Advisory committees are used to help increase nontraditional placement. | ( ) | ( ) | ( ) |
| 18. Board members and elected officials are apprised of the status of sex equity in vocational programs. | ( ) | ( ) | ( ) |
| 19. A list or priorities of sex equity needs has been established for your institution. | ( ) | ( ) | ( ) |

**Directions:** Put a check in the space that best corresponds with your opinion of the **degree** to which your **institution** is achieving the goal.

| Goal statements | VERY LOW DEGREE | LOW DEGREE | AVERAGE DEGREE | HIGH DEGREE | VERY HIGH DEGREE |
|---|---|---|---|---|---|
| 20. Funds have been allocated for exemplary or innovative programs related to the promotion of sex equity. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 21. Vocational education staff recruitment techniques emphasize persons in nontraditional roles. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 22. Sex-fair employment interview techniques for vocational education staffing are used. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 23. Vocational education student recruitment techniques and materials emphasize persons in nontraditional roles. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 24. Vocational education applicant pools reflect the female/male composition of the relevant labor market. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 25. Vocational education guidance materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 26. Vocational education guidance materials developed within the school system are sex fair. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 27. Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 28. Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 29. Vocational education guidance personnel have the skills necessary to analyze guidance materials for sex bias and/or sex stereotypes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 30. Vocational and nonvocational teachers are mutually supportive in the promotion of sex equity in all programs. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 31. Vocational education personnel duty assignments are sex fair. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 32. Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 33. All appropriate financial aid information is made available to female and male students and prospective students. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 34. The media is used to publicize nontraditional career opportunities. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 35. Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 36. Information relating to the funding of sex equity programs has been disseminated to vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 37. Assistance in preparing applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |

## PERSONAL INFORMATION DATA

Please complete the following:

1. Female _____ Male _____

2. Race/Ethnic Category: _____White, Non-Hispanic
   _____Black, Non-Hispanic
   _____Asian or Pacific Islander
   _____American Indian or Alaskan Native
   _____Hispanic

3. Your present position is in: (check the appropriate item(s))

   _____ a secondary school

   _____ an area vocational-technical center

   _____ a community college

   _____ a district office

4. If you checked "district office" in the above item, indicate below which is your primary area:

   _____ Agriculture

   _____ Business Education

   _____ Distributive Education

   _____ Diversified Occupations

   _____ Health and Public Service

   _____ Home Economics

   _____ Industrial Education

   _____ Multiple Program Areas

   _____ Other (Specify) _____

5. Comments or suggestions:

   _____

   _____

   _____

   _____

## INTRODUCTION TO SURVEY QUESTIONNAIRE FOR COUNSELORS

An assessment of the status of sex equity in Florida's vocational education programs is being conducted by researchers at the University of Central Florida in cooperation with the Florida Division of Vocational Education. As part of this assessment, vocational educators throughout the state are being surveyed. The information obtained from the attached questionnaire will provide the Division of Vocational Education with identified needs necessary for planning strategies for eliminating sex bias and sex role stereotyping from vocational education programs.

Attached are goal statements which reflect the activities in which vocational educators participate in order to achieve sex equity. The purpose of this survey is to determine your opinions as to whether or not there ideal goals have been met or to what degree vocational educators are participating in the activities.

To the right of each goal statement you will indicate <u>your opinion</u> as to whether or not the goal has been met or to what degree it has been met by <u>all vocational educators in your institution</u>. An example of each type of questionnaire item follows:

**<u>Example</u>:**

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| A timeline for the implementation of sex equity programs has been developed. | (✓) | ( ) | ( ) |

The check in the YES space indicates that such a timeline has been developed.

**<u>Example</u>:**

| | VERY LOW DEGREE | LOW DEGREE | AVERAGE DEGREE | HIGH DEGREE | VERY HIGH DEGREE |
|---|---|---|---|---|---|
| Job and educational placement opportunities for nontraditional students have been developed. | ( ) | ( ) | ( ) | ( ) | (✓) |

The check in the VERY HIGH DEGREE space indicates that many job and educational opportunities for nontraditional students have been developed.

The following definitions are provided in order to give you a clearer understanding of certain questionnaire items:

<u>Nontraditional</u>: (1) a person, or persons, involved in an instructional program, area of employment, or societal role, which is uncommon for persons of that sex. (2) a traditionally single-sexed instructional program, area of employment, or societal role, when entered into by a person of the opposite sex.

<u>Sex Bias</u>: behaviors resulting from the assumption that one sex is superior to the other.

<u>Sex Discrimination</u>: any action which limits or denies a person or group of persons, opportunities, privileges, roles or rewards on the basis of their sex.

<u>Sex Equity</u>: actions which result from the belief that one sex is equal to the other.

<u>Sex Fair</u>: describes actions which <u>do not</u> limit or deny a person or group of persons, opportunities, privileges, roles or rewards on the basis of their sex.

<u>Sex Stereotyping</u>: attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex.

DVE 215 Exp. 12/30/80
Voluntary

**Directions:** Put a check in the space that best corresponds with your opinion as to whether or not the goal has been achieved in your institution. If you do not know whether the goal has been achieved or not, check the DO NOT KNOW space.

| Goal Statements | YES | NO | DO NOT KNOW |
|---|---|---|---|
| 1. Records of vocational education student recruitment efforts are maintained. | ( ) | ( ) | ( ) |
| 2. Vocational education enrollment applications are sex fair. | ( ) | ( ) | ( ) |
| 3. An analysis of vocational education student enrollment figures by sex is ongoing. | ( ) | ( ) | ( ) |
| 4. All vocational education program admission criteria and prerequisites have been screened to ensure that they are free from differentiation on the basis of sex. | ( ) | ( ) | ( ) |
| 5. Records of all vocational education program applicants are maintained. | ( ) | ( ) | ( ) |
| 6. Discrimination regulations and guidelines have been disseminated to all vocational education staff. | ( ) | ( ) | ( ) |
| 7. Inservice programs have been offered to provide vocational education with techniques for ensuring sex equity. | ( ) | ( ) | ( ) |

**Directions:** Put a check in the space that best corresponds with your opinion of the degree to which your institution is achieving the goal.

| Goal Statements | VERY LOW DEGREE | LOW DEGREE | AVERAGE DEGREE | HIGH DEGREE | VERY HIGH DEGREE |
|---|---|---|---|---|---|
| 8. Sex-fair employment interview techniques for vocational education staffing are used. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9. Recruitment policies designed to increase nontraditional student involvement in vocational education programs/ courses have been developed. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. Vocational education student recruitment techniques and materials emphasize persons in nontraditional roles. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 11. Male students are recruited into traditionally female vocational programs (e.g., home economics, nursing, etc.). | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12. Female students are recruited into traditionally male vocational programs (e.g., auto mechanics, masonry, etc.). | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13. Vocational education student applicant pools reflect the female/male composition of the relevant labor market. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 14. Vocational education student admission forms are sex fair and free of sex stereotypes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 15. Vocational education admission tests are sex fair and free of sex stereotypes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 16. Vocational education guidance materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | ( ) | ( ) | ( ) | ( ) | ( ) |

| Goal Statements | VERY LOW DEGREE | LOW DEGREE | AVERAGE DEGREE | HIGH DEGREE | VERY HIGH DEGREE |
|---|---|---|---|---|---|
| 17. Nontraditional instructors are used in preservice and inservice counselor training. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 18. Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 19. Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 20. Vocational education guidance personnel have the skills necessary to analyze guidance materials for sex bias and sex stereotypes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 21. Vocational and nonvocational counselors are mutually supportive in the promotion of sex equity in all programs. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 22. Vocational education personnel duty assignments are sex fair. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 23. Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 24. Personal counseling services are provided equally to male and female vocational education students. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 25. Counseling and occupational materials made available to vocational education students are free of sex bias and sex stereotypes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 26. Males and females are provided the same information about possible traditional and nontraditional careers. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 27. Testing instruments used for appraisal, evaluation, and placement of vocational education students are sex fair and free of sex stereotypes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 28. All appropriate financial aid information is made available to female and male students and prospective students. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 29. Job and educational placement is developed to ensure that all vocational education students have an equal opportunity to apply acquired skills. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 30. Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 31. Information relating to the funding of sex equity programs has been disseminated to vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 32. Assistance in preparing applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |

## PERSONAL INFORMATION DATA

Please complete the following:

1. Female_____ Male_____

2. Race/Ethnic Category:

_____ White, Non-Hispanic

_____ Black, Non-Hispanic

_____ Asian or Pacific Islander

_____ American Indian or Alaskan Native

_____ Hispanic

3. My present position is in:

_____ a secondary school

_____ an area vocational-technical center

_____ a community college

4. I am:

_____ an occupational specialist

_____ a guidance counselor whose responsibility is vocational

_____ a guidance counselor whose responsibility is not vocational

_____ a guidance counselor whose responsibility is divided equally between vocational and nonvocational

5. Comments or suggestions:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

## INTRODUCTION TO SURVEY QUESTIONNAIRE FOR TEACHERS

An assessment of the status of sex equity in Florida's vocational education programs is being conducted by researchers at the University of Central Florida in cooperation with the Florida Division of Vocational Education. As part of this assessment, vocational educators throughout the state are being surveyed. The information obtained from the attached questionnaire will provide the Division of Vocational Education with identified needs necessary for planning strategies for eliminating sex bias and sex role stereotyping from vocational education programs.

Attached are goal statements which reflect the activities in which vocational educators participate in order to achieve sex equity. The purpose of this survey is to determine your opinions as to whether or not these ideal goals have been met or to what degree vocational educators are participating in the activities.

To the right of each goal statement you will indicate <u>your opinion</u> as to whether or not the goal has been met or to what degree it has been met by <u>all vocational educators in your institution</u>. An example of each type of questionnaire item follows:

<u>Example</u>:

| | YES | NO | DO NOT KNOW |
|---|---|---|---|
| A timeline for the implementation of sex equity programs has been developed. | (✓) | ( ) | ( ) |

The check in the YES space indicates that such a timeline has been developed.

<u>Example</u>:

| | VERY LOW DEGREE | LOW DEGREE | AVERAGE DEGREE | HIGH DEGREE | VERY HIGH DEGREE |
|---|---|---|---|---|---|
| Job and educational placement opportunities for nontraditional students have been developed. | ( ) | ( ) | ( ) | ( ) | (✓) |

The check in the VERY HIGH DEGREE space indicates that many job and educational opportunities for nontraditional students have been developed.

The following definitions are provided in order to give you a clearer understanding of certain questionnaire items:

<u>Nontraditional</u>: (1) a person, or persons, involved in an instructional program, area of employment, or societal role, which is uncommon for persons of that sex. (2) a traditionally single-sexed instructional program, area of employment, or societal role, when entered into by a person of the opposite sex.

<u>Sex Bias</u>: behaviors resulting from the assumption that one sex is superior to the other.

<u>Sex Discrimination</u>: any action which limits or denies a person or group of persons, opportunities, privileges, roles or rewards on the basis of their sex.

<u>Sex Equity</u>: actions which result from the belief that one sex is equal to the other.

<u>Sex Fair</u>: describes actions which <u>do not</u> limit or deny a person or group of persons, opportunities, privileges, roles or rewards on the basis of their sex.

<u>Sex Stereotyping</u>: attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex.

DVE 215 Exp. 12/30/80
Voluntary

**Directions:** Put a check in the space that best corresponds with your opinion as to whether or not the goal has been achieved in your institution. If you do not know whether the goal has been achieved or not, check the DO NOT KNOW space.

| Goal Statements | YES | NO | DO NOT KNOW |
|---|---|---|---|
| 1. Access to education facilities (e.g., restrooms, lockers, etc.) is provided equally to both male and female students. | ( ) | ( ) | ( ) |
| 2. Appropriate safety apparel is provided to both sexes in vocational laboratory classes. | ( ) | ( ) | ( ) |
| 3. The criteria for measuring student achievement in vocational education classes are the same for all female and male students. | ( ) | ( ) | ( ) |
| 4. Inservice programs have been offered to provide vocational education personnel with techniques for ensuring sex equity. | ( ) | ( ) | ( ) |

**Directions:** Put a check in the space that best corresponds with your opinion of the degree to which your institution is achieving the goal.

| Goal Statements | VERY LOW DEGREE | LOW DEGREE | AVERAGE DEGREE | HIGH DEGREE | VERY HIGH DEGREE |
|---|---|---|---|---|---|
| 5. Sex-fair employment interview techniques for vocational education staffing are used. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 6. Male students are recruited into traditionally female vocational programs (e.g. home economics, nursing, etc.). | ( ) | ( ) | ( ) | ( ) | ( ) |
| 7. Female students are recruited into traditionally male vocational education programs (e.g., auto mechanics, masonry, etc.). | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8. Vocational education teachers are planning ways for achieving sex equity in the classroom and laboratory. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9. Instructional plans for vocational education classes are free from sex bias. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. Instructional approaches (e.g., language, behavior, techniques, etc.) used by vocational education teachers are free from sex bias. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 11. Instructional materials currently in use have been examined by vocational teachers to determine whether sex stereotypes may be perpetrated by language, pictorial representation, choice of examples, etc. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12. Persons employed in nontraditional jobs in the community serve as role models for classroom activities. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13. Measures designed to help nontraditional students cope with problems unique to the occupation are included in the instructional program. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 14. All cooperative education programs are conducted with employers who are supportive of efforts to achieve sex equity. | ( ) | ( ) | ( ) | ( ) | ( ) |

| Goal Statements | VERY LOW DEGREE | LOW DEGREE | AVERAGE DEGREE | HIGH DEGREE | VERY HIGH DEGREE |
|---|---|---|---|---|---|
| 15. The assignment of classroom tasks ensure that both female and male vocational education students have an opportunity to participate in each activity. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 16. Vocational instructional materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 17. Nontraditional instructors are used in preservice and inservice teacher training. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 18. Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 19. Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 20. Vocational instructional personnel have the skills necessary to analyze instructional materials for sex bias and sex stereotypes. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 21. Vocational and nonvocational teachers are mutually supportive in the promotion of sex equity. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 22. Vocational education personnel duty assignments are sex fair. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 23. Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 24. Males and females are provided with the same information about possible traditional and nontraditional careers. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 25. Students of both sexes are encouraged to participate in the leadership activities of vocational student organizations. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 26. Vocational student organization activities are sex fair. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 27. Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 28. Information relating to the funding of sex equity programs has been disseminated to vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 29. Assistance in preparing applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | ( ) | ( ) | ( ) | ( ) | ( ) |

PERSONAL INFORMATION DATA

Please complete the following:

1. Female _____ Male _____

2. Race/Ethnic Category:

_____ White, Non-Hispanic

_____ Black, Non-Hispanic

_____ Asian or Pacific Islander

_____ American Indian or Alaskan Native

_____ Hispanic

3. My present position is in:

_____ a secondary school

_____ an area vocational-technical center

_____ a community college

4. My primary instructional area is:

_____ Agriculture

_____ Business Education

_____ Distributive Education

_____ Diversified Occupations

_____ Health and Public Service

_____ Home Economics

_____ Industrial Education

_____ Other (Specify) _____

5. Comments or suggestions:

_____

_____

_____

_____

APPENDIX E

Cover Letters

(Initial and Follow-up)

UNIVERSITY OF CENTRAL FLORIDA

COLLEGE OF EDUCATION

ORLANDO, FLORIDA 32816

September 8, 1980

Dear Colleague:

The Bureau of Vocational Research of the Division of Vocational Education in cooperation with the University of Central Florida is conducting a study to assess the extent to which sex bias and sex role stereotyping exist in Florida's vocational education programs. This information will be used to design programs intended to promote sex equity in vocational education programs in compliance with Title IX of the Education Amendments of 1972 (Public Law 94-482).

Please complete the enclosed questionnaire by marking the appropriate responses to each item. Further directions are provided on the questionnaire.

We are seeking your personal opinion concerning the status of sex equity in your institution. Your perceptions and those of your colleagues throughout the state will be used to assemble a statewide picture of sex equity in vocational education programs. Because the purpose of this project is to provide statewide data through random sampling, your responses will be handled in the strictest confidence.

A self-addressed, stamped envelope has been enclosed to facilitate the return. We would appreciate receiving the completed questionnaire by September 30 since we intend to complete the study by December 30.

Thank you for your cooperation.

Sincerely,

Steven E. Sorg

Dr. Steven E. Sorg
Project Director

SES:am

Enclosures: Questionnaire/
Envelope



STATE UNIVERSITY SYSTEM OF FLORIDA

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF CENTRAL FLORIDA

ORLANDO, FLORIDA 32816

October 1, 1980

Dear Colleague:

We know that the opening of school can be a hectic and busy time for you. Being aware of this, we felt that a short reminder at this time might initiate a response from you concerning the questionnaire we recently sent you.

As you recall, the purpose of the questionnaire is to assess sex bias and sex role stereotyping in vocational education. If you have any hesitancy about completing the questionnaire, let us address that issue briefly. The names of the respondents to this questionnaire are of no significance to these researchers. Names are only needed for the initial mail-out and subsequent follow-up. Data from returned questionnaires are translated into numbers and the original data and names are destroyed.

A high response rate is essential to the success of this study. Your participation for 15 minutes can make the difference and would be greatly appreciated. When you complete the instrument, please return it in the self-addressed, stamped envelope.

Thank you for your time and consideration.

Sincerely,

Steven E. Sorg

Dr. Steven E. Sorg
Project Director

SES:am
Enclosures: Questionnaire/
Envelope



STATE UNIVERSITY SYSTEM OF FLORIDA

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

## APPENDIX F

Breakdown Of Rank Order On Common Items
By Groups

APPENDIX F

BREAKDOWN OF RANK ORDER ON COMMON ITEMS BY GROUPS[a]

LOWEST ACHIEVEMENT 1 HIGHEST ACHIEVEMENT 16

| ITEM | | OA | F | M | W | B | AP | AI | H | SS | VT | CC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nontraditional instructors are used in preservice and inservice teacher training. | Rank | 1 | 2 | 1 | 1 | 3 | 3 | 9 | 9 | 1 | 3 | 1 |
| | Mean | 2.79 | 2.75 | 2.83 | 2.76 | 2.89 | 2.66 | 3.75 | 2.69 | 2.83 | 2.96 | 2.57 |
| Vocational education personnel have been trained to identify and resolve conflict situations that result from placing nontraditional students in traditionally single-sexed classes. | | 2 | 1 | 2 | 2 | 4 | 4 | 6.5 | 6.5 | 2 | 4 | 2 |
| | | 2.85 | 2.72 | 2.97 | 2.83 | 3.01 | 2.70 | 3.50 | 2.64 | 2.86 | 2.98 | 2.79 |
| Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | | 3 | 3 | 3 | 3 | 5 | 7.5 | 5 | 6.5 | 3 | 1 | 3 |
| | | 2.89 | 2.77 | 3.00 | 2.86 | 3.09 | 3.20 | 3.33 | 2.64 | 2.92 | 2.91 | 2.85 |
| Information relating to the funding of sex equity programs has been disseminated to vocational administrators, guidance personnel, and teachers. | | 4 | 4 | 5 | 4 | 8 | 10 | 10.5 | 3 | 4 | 6 | 5 |
| | | 2.93 | 2.82 | 3.06 | 2.96 | 3.42 | 3.20 | 4.75 | 2.45 | 3.03 | 3.18 | 2.86 |
| Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers. | | 5 | 6 | 6 | 5 | 13 | 7.5 | 17 | 1 | 6 | 8 | 4 |
| | | 2.98 | 2.96 | 3.06 | 2.96 | 3.42 | 3.20 | 4.75 | 2.45 | 3.03 | 3.18 | 2.86 |
| Female students are recruited into traditionally male vocational education programs. (e.g., auto mechanics, masonry, etc.). | | 6 | 5 | 7 | 6 | 2 | 2 | 2.5 | 8 | 5 | 5 | 7 |
| | | 2.99 | 2.94 | 3.07 | 3.03 | 2.86 | 2.15 | 3.00 | 2.66 | 2.95 | 3.02 | 3.06 |
| Male students are recruited into traditionally female vocational education programs. (e.g., home economics, nursing, etc.). | | 7 | 10 | 4 | 7 | 7 | 1 | 2.5 | 5 | 10 | 2 | 6 |
| | | 3.11 | 3.21 | 3.03 | 3.14 | 3.10 | 1.50 | 3.00 | 2.61 | 3.21 | 2.96 | 2.99 |
| Vocational education student applicant pools reflect the female/male composition of the relevant labor market. | | 8 | 7 | 8 | 9 | 1 | 9 | 2.5 | 4 | 8 | 9.5 | 8 |
| | | 3.15 | 3.04 | 3.19 | 3.21 | 2.80 | 3.25 | 3.00 | 2.60 | 3.09 | 3.43 | 3.15 |
| Assistance in preparing student applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | | 9 | 9 | 9 | 8 | 10 | 5 | 14 | 11 | 7 | 7 | 11 |
| | | 3.20 | 3.07 | 3.30 | 3.18 | 3.32 | 2.80 | 4.20 | 3.13 | 3.09 | 3.16 | 3.39 |

[a]
OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN NATIVE
H - HISPANIC
SS - SECONDARY SCHOOL
VT - VOCATIONAL- TECHNICAL CENTER
CC - COMMUNITY COLLEGE

| [illegible] | | OA | F | M | W | B | AP | AI | H | SS | VT | CC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vocational education student recruitment techniques and materials emphasize persons in nontraditional roles. | Rank | 10 | 8 | 10 | 10 | 6 | 12 | 12.5 | 2 | 9 | 9.5 | 9 |
| | Mean | 3.22 | 3.06 | 3.30 | 3.23 | 3.09 | 3.50 | 4.00 | 2.50 | 3.16 | 3.43 | 3.22 |
| Vocational education guidance personnel have the skills necessary to analyse guidance materials for sex bias and sex stereotypes | | 11 | 11 | 11 | 11 | 12 | 13 | 6.5 | 10 | 12 | 15.5 | 10 |
| | | 3.45 | 3.34 | 3.53 | 3.47 | 3.41 | 3.66 | 3.50 | 3.10 | 3.52 | 3.87 | 3.38 |
| Vocational education staff promotions reflect the use of advancement criteria that are sex fair | | 12 | 12 | 13 | 12 | 11 | 16.5 | 10.5 | 12.5 | 11 | 11 | 13 |
| | | 3.55 | 3.42 | 3.66 | 3.57 | 3.39 | 3.86 | 3.80 | 3.52 | 3.50 | 3.54 | 3.62 |
| Vocational education guidance materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | | 13 | 15 | 12 | 13 | 9 | 11 | 12.5 | 15 | 14 | 14 | 12 |
| | | 3.64 | 3.42 | 3.66 | 3.57 | 3.39 | 3.80 | 3.80 | 3.52 | 3.58 | 3.54 | 3.62 |
| Sex-fair employment interview techniques for vocational education staffing are used. | | 14 | 13 | 14 | 14 | 14 | 6 | 2.5 | 12.5 | 13 | 13 | 14 |
| | | 3.66 | 3.59 | 3.77 | 3.73 | 3.45 | 3.00 | 3.00 | 3.52 | 3.60 | 3.72 | 3.76 |
| Vocational education personnel duty assignments are sex fair. | | 15 | 14 | 16 | 15 | 15 | 16.5 | 8 | 14 | 15 | 12 | 16 |
| | | 3.76 | 3.62 | 3.87 | 3.78 | 3.59 | 3.80 | 3.57 | 3.58 | 3.74 | 3.70 | 3.79 |
| Vocational and nonvocational counselors are mutually supportive in the promotion of sex equity in all programs. | | 16 | 16 | 15 | 16 | 16 | 14.5 | 15 | 16 | 16 | 15.5 | 15 |
| | | 3.81 | 3.78 | 3.84 | 3.82 | 3.84 | 3.75 | 4.50 | 3.70 | 3.91 | 3.87 | 3.76 |
| Males and females are provided with the same information about possible traditional and nontraditional careers. | | 17 | 17 | 17 | 17 | 17 | 18 | 16 | 17 | 17 | 17 | 17 |
| | | 4.02 | 3.96 | 4.09 | 4.01 | 4.11 | 3.38 | 4.66 | 4.08 | 3.93 | 4.04 | 3.17 |
| All appropriate financial aid information is made available to female and male students and prospective students. | | 18 | 18 | 18 | 18 | 18 | 14.5 | 18 | 18 | 18 | 18 | 18 |
| | | 4.26 | 4.30 | 4.30 | 4.31 | 4.39 | 3.75 | 5.00 | 4.40 | 4.18 | 4.32 | 4.44 |

a

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC
SS - SECONDARY SCHOOL
VT - VOCATIONAL-TECHNICAL CENTER
CC - COMMUNITY COLLEGE

## APPENDIX G

Breakdown Of Rank Order By Administrator Groups

APPENDIX G

BREAKDOWN OF RANK ORDER BY ADMINISTRATOR GROUPS

LOWEST ACHIEVEMENT 1 HIGHEST ACHIEVEMENT 18

[redacted]

| | | OA | F | M | W | B | AP | AI | H | SS | VT | CC | AG | BE | DE | DO | HPS | HE | IE | MPA | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Funds have been allocated for exemplary or innovative programs related to the promotion of sex equity. | Rank | 1 | 1 | 1 | 1 | 1 | 5.5 | 5.5 | 2 | 1 | 1 | 1 | 6.0 | 1 | 0 | 0 | 5 | 0 | 1 | 4 | 4 |
| | Mean | 2.69 | 2.32 | 2.84 | 2.69 | 2.60 | 2.75 | 2.47 | 2.83 | 2.81 | 3.66 | 2.62 | 3.00 | 0.00 | 2.66 | 0.00 | 2.66 | 0.00 | 2.80 | 2.88 | 3.50 |
| Vocational education staff recruitment techniques emphasize persons in nontraditional roles. | | 2 | 4 | 2 | 2 | 5 | 11.5 | 12 | 5 | 2 | 2 | 7 | 6 | 3 | 0 | 0 | 5 | 0 | 3 | 4 | 1.5 |
| | | 3.07 | 2.82 | 3.18 | 3.08 | 2.94 | 3.50 | 3.00 | 3.00 | 2.92 | 3.16 | 3.15 | 3.66 | 3.00 | 0.00 | 0.00 | 2.66 | 0.00 | 3.75 | 3.11 | 3.16 |
| Assistance in preparing applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | | 3 | 2 | 5.5 | 5 | 3 | 1 | 12 | 2 | 6 | 3 | 5 | 1.5 | 2 | 0 | 0 | 13 | 0 | 18 | 14 | 13 |
| | | 3.08 | 2.70 | 3.25 | 3.12 | 2.91 | 1.00 | 3.00 | 2.75 | 3.20 | 3.33 | 3.01 | 3.00 | 2.85 | 0.00 | 0.00 | 3.66 | 0.00 | 5.00 | 3.75 | 4.00 |
| Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in traditionally single-sexed classes. | | 4 | 6 | 3 | 3 | 4 | 8.5 | 2 | 9.5 | 7 | 6 | 2 | 3.5 | 8.5 | 0 | 0 | 2.5 | 0 | 5.5 | 9.5 | 8 |
| | | 3.09 | 2.83 | 3.20 | 3.10 | 2.92 | 3.25 | 1.00 | 3.25 | 3.25 | 3.66 | 2.93 | 3.33 | 3.57 | 0.00 | 0.00 | 2.33 | 0.00 | 4.00 | 3.37 | 3.83 |
| Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes | | 5 | 5 | 5.5 | 4 | 8 | 2.5 | 2 | 9.5 | 8 | 6 | 3 | 6 | 7 | 0 | 0 | 2.5 | 0 | 5.5 | 4 | 13 |
| | | 3.11 | 2.82 | 3.25 | 3.12 | 3.08 | 2.50 | 1.00 | 3.25 | 3.56 | 3.66 | 2.94 | 3.66 | 3.50 | 0.00 | 0.00 | 2.33 | 0.00 | 4.00 | 3.11 | 4.00 |
| Vocational education applicant pools reflect the female/male composition of the relevant labor market. | | 6 | 8 | 4 | 7 | 2 | 8.5 | 5.5 | 5 | 3 | 9 | 8 | 12 | 4.5 | 0 | 0 | 8 | 0 | 5.5 | 1 | 4 |
| | | 3.15 | 2.94 | 3.24 | 3.20 | 2.76 | 3.25 | 2.00 | 3.00 | 3.08 | 3.76 | 3.16 | 4.33 | 3.28 | 0.00 | 0.00 | 3.00 | 0.00 | 4.00 | 2.62 | 3.5 |
| Information relating to the funding of sex equity programs has been disseminated to vocational administrators, guidance personnel, and teachers. | | 7 | 3 | 7 | 6 | 7 | 2.5 | 2 | 5 | 10 | 6 | 4 | 1.5 | 6 | 0 | 0 | 10.5 | 0 | 8 | 9.5 | 8 |
| | | 3.16 | 2.78 | 3.33 | 3.19 | 3.05 | 2.50 | 1.00 | 3.00 | 3.43 | 3.66 | 2.96 | 3.00 | 3.42 | 0.00 | 0.00 | 3.33 | 0.00 | 4.25 | 3.37 | 3.6 |
| Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers. | | 8 | 7 | 9 | 8 | 10 | 5.5 | 5.5 | 2 | 9 | 4 | 6 | 17 | 4.5 | 0 | 0 | 1 | 0 | 8 | 6 | 8 |
| | | 3.24 | 2.84 | 3.42 | 3.25 | 3.21 | 2.75 | 2.00 | 2.75 | 3.42 | 3.54 | 3.14 | 4.66 | 3.28 | 0.00 | 0.00 | 2.00 | 0.00 | 4.25 | 3.12 | 3.83 |
| Vocational education student recruitment techniques and materials emphasize persons in nontraditional roles. | | 9 | 10 | 8 | 9 | 6 | 11.5 | 12 | 9.5 | 5 | 10 | 10 | 12 | 10 | 0 | 0 | 10.5 | 0 | 13.5 | 7.5 | 4 |
| | | 3.28 | 3.09 | 3.36 | 3.31 | 3.02 | 3.50 | 3.00 | 3.25 | 3.16 | 3.92 | 3.30 | 4.33 | 3.71 | 0.00 | 0.00 | 3.33 | 0.00 | 4.60 | 3.33 | 3.50 |

a

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC
SS - SECONDARY SCHOOL
VT - VOCATIONAL-TECHNICAL CENTER
CC - COMMUNITY COLLEGE
AG - AGRICULTURE
BE - BUSINESS EDUCATION
DE - DISTRIBUTIVE EDUCATION
DO - DIVERSIFIED OCCUPATIONS
HPS - HEALTH AND PUBLIC SERVICE
HE - HOME ECONOMICS
IE - INDUSTRIAL EDUCATION
MPA - MULTIPLE PROGRAM AREA
O - OTHER

| ITEM | | OA | F | M | W | B | AP | AI | H | SS | VT | CC | AG | BE | DE | DO | HPS | HE | IE | MPA | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vocational education guidance personnel have the skills necessary to analyze guidance materials for sex bias and/or sex stereotypes. | Rank | 10 | 11 | 10 | 11 | 9 | 13 | 5.5 | 9.5 | 11 | 11.5 | 9 | 12 | 15.5 | 8 | 8 | 5 | 8 | 2 | 12 | 8 |
| | Mean | 3.35 | 3.15 | 3.44 | 3.38 | 3.13 | 3.66 | 2.00 | 3.25 | 3.47 | 4.00 | 3.24 | 4.33 | 4.14 | 0.00 | 3.00 | 2.66 | 0.00 | 3.50 | 3.62 | 3.83 |
| The media is used to publicize nontraditional career opportunities. | | 11 | 9 | 11 . | 10 | 12 | 5.5 | 12 | 9.5 | 4 | 13 | 11 | 3.5 | 11 | 0 | 0 | 8 | 0 | 11 | 4 | 1.5 |
| | | 3.37 | 3.05 | 3.51 | 3.37 | 3.34 | 2.75 | 3.00 | 3.25 | 3.13 | 4.15 | 3.49 | 3.33 | 3.85 | 0.00 | 0.00 | 3.00 | 0.00 | 4.40 | 3.11 | 3.16 |
| Vocational education guidance materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | | 12 | 13 | 12 | 13 | 11 | 11 | 12 | 9.5 | 12 | 8 | 13 | 12 | 8.5 | 0 | 0 | 17.5 | 0 | 8 | 18 | 8 |
| | | 3.62 | 3.58 | 3.65 | 3.69 | 3.27 | 3.33 | 3.00 | 3.25 | 3.68 | 3.75 | 3.60 | 4.33 | 3.57 | 0.00 | 0.00 | 4.66 | 0.00 | 4.25 | 4.00 | 3.83 |
| Vocational and nonvocational teachers are mutually supportive in the promotion os sex equity in all programs. | | 13 | 12 | 13 | 12 | 17 | 14.5 | 17 | 14.5 | 14 | 11.5 | 12 | 12 | 13 | 0 | 0 | 8 | 0 | 5.5 | 7.5 | 16 |
| | | 3.66 | 3.54 | 3.73 | 3.67 | 3.67 | 3.75 | 4.00 | 3.75 | 3.81 | 4.00 | 3.56 | 4.33 | 4.00 | 0.00 | 0.00 | 3.00 | 0.00 | 4.00 | 3.33 | 4.16 |
| Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | | 14 | 14 | 14 | 14 | 14 | 18 | 12 | 16 | 13 | 15 | 14 | 17 | 13 | 0 | 0 | 13 | 0 | 13.5 | 11 | 17 |
| | | 3.78 | 3.62 | 3.86 | 3.82 | 3.45 | 4.50 | 3.00 | 4.00 | 3.77 | 4.30 | 3.77 | 4.66 | 4.00 | 0.00 | 0.00 | 3.66 | 0.00 | 4.60 | 3.44 | 4.33 |
| Sex-fair employment interview techniques for vocational education staffing are used. | | 15 | 17 | 15 | 15 | 15 | 16.5 | 12 | 14.5 | 15 | 16 | 16 | 8 | 17.5 | 0 | 0 | 17.5 | 0 | 16 | 16.5 | 13 |
| | | 3.89 | 3.82 | 3.92 | 3.93 | 3.59 | 4.00 | 3.00 | 3.75 | 3.87 | 4.38 | 3.88 | 4.00 | 4.28 | 0.00 | 0.00 | 4.66 | 0.00 | 4.80 | 3.88 | 4.00 |
| Vocational education guidance materials developed within the school system are sex fair. | | 16 | 15 | 17 | 17 | 13 | 5.5 | 12 | 13 | 17 | 14 | 17 | 17 | 13 | 0 | 0 | 15.5 | 0 | 16 | 16.5 | 13 |
| | | 3.93 | 3.76 | 4.02 | 4.04 | 3.43 | 2.75 | 3.00 | 3.50 | 3.97 | 4.23 | 3.93 | 4.66 | 4.00 | 0.00 | 0.00 | 4.33 | 0.00 | 4.805 | 3.88 | 4.00 |
| Vocational education personnel duty assignments are sex fair. | | 17 | 16 | 16 | 16 | 16 | 16.5 | 12 | 17.5 | 18 | 18 | 15 | 17 | 15.5 | 0 | 0 | 13 | 0 | 16 | 15 | 13 |
| | | 3.94 | 3.79 | 4.01 | 3.99 | 3.62 | 4.00 | 3.00 | 4.25 | 4.04 | 4.46 | 3.83 | 4.66 | 4.24 | 0.00 | 0.00 | 3.66 | 0.00 | 4.80 | 3.77 | 4.00 |
| All appropriate financial aid information is made available to to female and male students and prospective students. | | 18 | 18 | 18 | 18 | 18 | 14.5 | 18 | 17.5 | 16 | 17 | 18 | 17 | 17.5 | 0 | 0 | 13 | 0 | 12 | 13 | 18 |
| | | 4.22 | 4.21 | 4.25 | 4.22 | 4.33 | 3.75 | 5.00 | 4.25 | 3.96 | 4.41 | 4.41 | 4.66 | 4.28 | 0.00 | 0.00 | 4.33 | 0.00 | 4.50 | 3.66 | 4.66 |

a

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC
SS - SECONDARY SCHOOL
VT - VOCATIONAL TECHNICAL CENTER
CC - COMMUNITY COLLEGE
AG - AGRICULTURE
BE - BUSINESS EDUCATION
DE - DISTRIBUTIVE EDUCATION
DO - DIVERSIFIED OCCUPATIONS
HPS - HEALTH AND PUBLIC SERVICE
HE - HOME ECONOMICS
IE - INDUSTRIAL EDUCATION
MPA - MULTIPLE PROGRAM AREA
O - OTHER

APPENDIX H

Breakdown Of Rank Order By
Guidance Counselor Groups

BREAKDOWN OF RANK ORDER BY GUIDANCE COUNSELOR GROUPS

LOWEST ACHIEVEMENT 1 HIGHEST ACHIEVEMENT 25

| ITEM | | OA | F | M | W | B | AP | AI | H | SS | VT | CC | OS | OCV | OCN | OCB |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nontraditional instructors are used in preservice and inservice counselor training. | Rank | 1 | 1 | 1 | 2 | 1 | 3 | 16.5 | 9.5 | 2 | 3 | 1 | 1.5 | 1 | 3 | 0 |
| | Mean | 2.72 | 2.66 | 2.75 | 2.72 | 2.65 | 0.00 | 5.00 | 2.50 | 2.90 | 2.64 | 2.53 | 3.20 | 2.62 | 0.00 | 0.00 |
| Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes. | | 2 | 2 | 2 | 1 | 5 | 3 | 16.5 | 9.5 | 3 | 1.5 | 2 | 1.5 | 2 | 0 | 0 |
| | | 2.76 | 2.72 | 2.80 | 2.71 | 2.98 | 0.00 | 5.00 | 2.50 | 2.96 | 2.50 | 2.62 | 3.20 | 2.70 | 0.00 | 0.00 |
| Assistance in preparing applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers | | 3 | 3 | 4 | 4 | 4 | 0 | 3.0 | 3.5 | 1 | 6 | 4 | 6.5 | 3 | 0 | 0 |
| | | 2.78 | 2.73 | 2.98 | 2.90 | 2.97 | 0.00 | 4.00 | 2.00 | 2.86 | 2.94 | 2.91 | 3.37 | 2.77 | 0.00 | 0.00 |
| Information relating to the funding of sex equity projects has been disseminated to vocational administrators, guidance personnel, and teachers. | | 4 | 5 | 3 | 5 | 9 | 0 | 3.0 | 2 | 4 | 8 | 5 | 6.5 | 5 | 0 | 0 |
| | | 2.85 | 2.96 | 2.90 | 2.96 | 3.18 | 0.00 | 4.00 | 1.83 | 2.98 | 3.12 | 2.93 | 3.37 | 2.88 | 0.00 | 0.00 |
| Vocational education personnel have been trained to assist students in dealing effectively with situations confronting nontraditional students in the occupational area. | | 5 | 4 | 5 | 3 | 8 | 0 | 16.5 | 7.5 | 7 | 1.5 | 3 | 5 | 4 | 0 | 0 |
| | | 2.92 | 2.85 | 2.99 | 2.89 | 3.15 | 0.00 | 5.00 | 2.33 | 3.13 | 2.50 | 2.83 | 3.32 | 2.87 | 0.00 | 0.00 |
| Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel and teachers. | | 6 | 6 | 7 | 6 | 3 | 0 | 16.5 | 5.5 | 5 | 12 | 7 | 3 | 6 | 0 | 0 |
| | | 3.26 | 2.99 | 3.11 | 3.11 | 2.95 | 0.00 | 5.00 | 2.16 | 3.08 | 3.26 | 3.04 | 3.22 | 3.01 | 0.00 | 0.00 |
| Female students are recruited into traditionally male vocational education programs. (e.g., auto mechanics, masonry, etc.). | | 7 | 8 | 8 | 9 | 2 | 0 | 3 | 7.5 | 6 | 11 | 9 | 4 | 8 | 0 | 0 |
| | | 3.15 | 3.12 | 3.13 | 3.22 | 2.85 | 0.00 | 4.00 | 2.33 | 3.10 | 3.21 | 3.14 | 3.26 | 3.08 | 0.00 | 0.00 |
| Vocational education student applicant pools reflect the female/male composition of the relevant labor market. | | 8 | 7 | 9 | 7 | 6.5 | 0 | 16.5 | 3.5 | 8 | 7 | 8 | 9 | 7 | 0 | 0 |
| | | 3.16 | 3.04 | 3.21 | 3.14 | 3.15 | 0.00 | 5.00 | 2.00 | 3.16 | 3.10 | 3.10 | 3.44 | 3.07 | 0.00 | 0.00 |

a

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC

SS - SECONDARY SCHOOL
VT - VOCATIONAL-TECHNICAL CENTER
CC - COMMUNITY COLLEGE
OS - OCCUPATIONAL SPECIALIST
OCV - GUIDANCE COUNSELOR VOCATIONAL
OCN - GUIDANCE COUNSELOR NON-VOCATIONAL
OCB - GUIDANCE COUNSELOR BOTH VOCATIONAL AND NON-VOCATIONAL

| ITEM | | OA | F | M | W | B | AP | AI | H | SS | VT | CC | OS | GCV | GCN | GCB |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vocational education student recruitment techniques and materials emphasize persons in nontraditional roles. | Rank | 9 | 10 | 6 | 8 | 6.5 | 0 | 16.5 | 5.5 | 9 | 9 | 6 | 8 | 10 | 0 | 0 |
| | Mean | 3.17 | 3.23 | 3.09 | 3.19 | 3.15 | 0.00 | 5.00 | 2.16 | 3.32 | 3.15 | 3.03 | 3.41 | 3.17 | 0.00 | 0.00 |
| Male students are recruited into traditionally female vocational education programs. ( e.g. home economics, nursing, etc.). | | 10 | 9 | 10 | 10 | 10 | 0 | 16.5 | 1 | 10 | 4 | 10 | 10 | 10 | 0 | 0 |
| | | 3.28 | 3.21 | 3.27 | 3.27 | 3.25 | 0.00 | 5.00 | 1.66 | 38.4 | 2.68 | 3.24 | 3.55 | 3.17 | 0.00 | 0.00 |
| Recruitment policies designed to increase nontraditional student involvement in vocational education programs/courses have been developed. | | 11 | 11 | 11 | 11 | 11 | 0 | 16.5 | 12.5 | 13 | 5 | 11 | 11 | 11 | 0 | 0 |
| | | 3.46 | 3.45 | 3.44 | 3.47 | 3.32 | 0.00 | 5.00 | 3.16 | 3.61 | 2.89 | 3.38 | 3.66 | 3.40 | 0.00 | 0.00 |
| Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | | 12.5 | 12.5 | 14.5 | 12.5 | 15.5 | 0 | 16.5 | 11.5 | 11.5 | 16 | 12.5 | 16.5 | 12.5 | 0 | 0 |
| | | 3.57 | 3.48 | 3.67 | 3.58 | 3.64 | 0.00 | 5.00 | 3.00 | 3.56 | 3.78 | 3.56 | 3.97 | 3.52 | 0.00 | 0.00 |
| Vocational education guidance personnel have the skills necessary to analyse guidance materials for sex bias and sex stereotypes. | | 12.5 | 12.5 | 14.5 | 12.5 | 15.5 | 0 | 16.5 | 11.5 | 11.5 | 16 | 12.5 | 16.5 | 12.5 | 0 | 0 |
| | | 3.57 | 3.48 | 3.67 | 3.58 | 3.64 | 0.00 | 5.00 | 3.00 | 3.56 | 3.78 | 3.56 | 3.97 | 3.52 | 0.00 | 0.00 |
| Sex-fair employment interview techniques for vocational education staffing are used. | | 14 | 14 | 12 | 14 | 13 | 0 | 16.5 | 15 | 14.5 | 10 | 14 | 12 | 14 | 0 | 0 |
| | | 3.58 | 3.58 | 3.60 | 3.66 | 3.39 | 0.00 | 5.00 | 3.50 | 3.71 | 3.16 | 3.59 | 3.76 | 3.58 | 0.00 | 0.00 |
| Vocational education guidance materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | | 15 | 16 | 13 | 15 | 12 | 0 | 3.0 | 19.5 | 14.5 | 14 | 15 | 15 | 15 | 0 | 0 |
| | | 3.67 | 3.70 | 3.61 | 3.72 | 3.34 | 0.00 | 4.00 | 3.83 | 3.71 | 3.73 | 3.60 | 3.94 | 3.60 | 0.00 | 0.00 |
| Vocational education personnel duty assignments are sex fair. | | 16 | 15 | 16 | 16 | 14 | 0 | 11.5 | 12.5 | 16 | 13 | 16 | 13 | 16 | 0 | 0 |
| | | 3.70 | 3.63 | 3.75 | 3.73 | 3.60 | 0.00 | 5.00 | 3.16 | 3.79 | 3.27 | 3.68 | 3.82 | 3.67 | 0.00 | 0.00 |
| Testing instruments used for appraisal, evaluation and placement of vocational education students are sex fair and free of sex stereotypes. | | 17 | 18 | 17 | 17 | 19 | 0 | 16.5 | 21 | 18 | 19 | 18 | 21 | 18 | 0 | 0 |
| | | 3.84 | 3.82 | 3.94 | 3.89 | 3.91 | 0.00 | 5.00 | 4.00 | 3.83 | 3.95 | 3.96 | 4.17 | 3.86 | 0.00 | 0.00 |

83

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC

SS - SECONDARY SCHOOL
VT - VOCATIONAL-TECHNICAL CENTER
CC - COMMUNITY COLLEGE
OS - OCCUPATIONAL SPECIALIST
GCV - GUIDANCE COUNSELOR VOCATIONAL
GCN - GUIDANCE COUNSELOR NON-VOCATIONAL
GCB - GUIDANCE COUNSELOR BOTH VOCATIONAL AND NON-VOCATIONAL

ITEM

| | | OA | F | M | W | B | AP | AI | H | SS | VT | CC | OS | OCV | OCN | OCB |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Job and education placement is developed to ensure that all vocational education students have an equal opportunity to apply acquired skills. | Rank | 18 | 20 | 19 | 19 | 20.5 | 0 | 16.5 | 19.5 | 20 | 20.5 | 19 | 19.5 | 20 | 0 | 0 |
| | Mean | 3.88 | 3.88 | 3.98 | 3.95 | 3.93 | 0.00 | 5.00 | 3.83 | 3.89 | 4.00 | 4.00 | 4.11 | 3.94 | 0.00 | 0.00 |
| Counseling and occupational materials made available to vocational education students are free of sex bias and sex stereotypes. | | 19 | 17 | 20 | 18 | 18 | 0 | 16.5 | 22.5 | 19 | 18.5 | 17 | 22 | 17 | 0 | 0 |
| | | 3.90 | 3.79 | 3.99 | 3.89 | 3.89 | 0.00 | 5.00 | 4.16 | 3.84 | 4.10 | 3.94 | 4.19 | 3.85 | 0.00 | 0.00 |
| Vocational education admission tests are sex fair and free of sex stereotypes. | | 20 | 19 | 18 | 20 | 17 | 0 | 16.5 | 15 | 17 | 18 | 20 | 14 | 19 | 0 | 0 |
| | | 3.94 | 3.85 | 3.98 | 3.98 | 3.69 | 0.00 | 5.00 | 3.50 | 3.81 | 3.94 | 4.01 | 3.93 | 3.90 | 0.00 | 0.00 |
| Vocational and nonvocational counselors are mutually supportive in the promotion of sex equity in all programs. | | 21 | 21 | 21 | 21 | 22 | 0 | 16.5 | 18 | 21 | 16 | 21 | 19.5 | 21 | 0 | 0 |
| | | 3.97 | 3.95 | 4.01 | 4.01 | 3.97 | 0.00 | 5.00 | 3.66 | 4.00 | 3.78 | 4.03 | 4.11 | 3.99 | 0.00 | 0.00 |
| Vocational education student admission forms are sex fair and free of sex stereotypes. | | 22 | 22 | 22 | 22 | 20.5 | 0 | 16.5 | 15 | 22 | 20.5 | 22 | 18 | 22 | 0 | 0 |
| | | 4.05 | 3.97 | 4.16 | 4.14 | 3.93 | 0.00 | 5.00 | 3.50 | 4.04 | 4.00 | 4.16 | 4.05 | 4.08 | 0.00 | 0.00 |
| Males and females are provided with the same information about possible traditional and nontraditional careers. | | 23 | 23 | 23 | 23 | 24 | 0 | 16.5 | 22.5 | 23 | 22.5 | 23 | 23 | 23 | 0 | 0 |
| | | 4.17 | 4.11 | 4.25 | 4.18 | 4.28 | 0.00 | 5.00 | 4.16 | 4.14 | 4.10 | 4.24 | 4.33 | 4.17 | 0.00 | 0.00 |
| All appropriate financial aid information is made available to female and male students and prospective students. | | 24 | 25 | 24 | 25 | 25 | 0 | 16.5 | 24 | 25 | 24 | 25 | 24 | 25 | 0 | 0 |
| | | 4.31 | 4.39 | 4.36 | 4.43 | 4.43 | 0.00 | 5.00 | 4.50 | 4.38 | 4.26 | 4.48 | 4.36 | 4.43 | 0.00 | 0.00 |
| Personal counseling services are provided equally to male and female vocational education students | | 25 | 24 | 25 | 24 | 23 | 0 | 16.5 | 25 | 24 | 25 | 24 | 25 | 24 | 0 | 0 |
| | | 4.35 | 4.34 | 4.39 | 4.40 | 4.10 | 0.00 | 5.00 | 4.11 | 4.33 | 4.57 | 4.36 | 4.44 | 4.34 | 0.00 | 0.00 |

a

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC
SS - SECONDARY SCHOOL
VT - VOCATIONAL-TECHNICAL CENTER
CC - COMMUNITY COLLEGE
OS - OCCUPATIONAL SPECIALIST
OCV - GUIDANCE COUNSELOR VOCATIONAL
OCN - GUIDANCE COUNSELOR NON-VOCATIONAL
OCB - GUIDANCE COUNSELOR BOTH VOCATIONAL AND NON-VOCATIONAL

84

APPENDIX I

Breakdown Of Rank Order
By Teacher Groups

APPENDIX I

BREAKDOWN OF RANK ORDER BY TEACHER GROUPS

LOWEST ACHIEVEMENT 1  HIGHEST ACHIEVEMENT 18

| ITEM | | OA | F | M | W | B | AP | AI | H | SS | VT | CC | AG | BE | DE | DO | HPS | HE | IE | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vocational education personnel have been trained to identify and resolve conflict situations that may result from placing nontraditional students in traditionally single-sexed classes. | Rank | 1 | 1 | 3.5 | 3 | 2 | 5 | 9 | 2 | 1 | 4 | 3.5 | 4 | 1 | 3 | 0 | 4 | 3 | 5.5 | 1.5 |
| | Mean | 2.74 | 2.67 | 2.79 | 2.68 | 3.00 | 2.83 | 3.75 | 2.42 | 2.64 | 2.99 | 2.68 | 3.00 | 2.69 | 0.00 | 0.00 | 2.86 | 2.78 | 2.71 | 2.70 |
| Assistance in preparing applications and proposals for sex equity projects is provided to vocational administrators, guidance personnel, and teachers. | | 2 | 3 | 2 | 1 | 6 | 20 | 12.5 | 8.5 | 2 | 6 | 6 | 5.5 | 2 | 0 | 0 | 5 | 2 | 2 | 5 |
| | | 2.75 | 2.72 | 2.75 | 2.66 | 3.09 | 3.66 | 4.33 | 3.00 | 2.64 | 3.00 | 2.79 | 3.05 | 2.71 | 0.00 | 0.00 | 2.92 | 2.74 | 2.64 | 2.81 |
| Vocational education personnel have been trained to identify and resolve conflict situations confronting nontraditional students in the occupational area. | | 3 | 2 | 3.5 | 2 | 7 | 8 | 6 | 3 | 3 | 2 | 3.5 | 2 | 4 | 0 | 0 | 1 | 4 | 4 | 1.5 |
| | | 2.76 | 2.72 | 2.75 | 2.66 | 3.09 | 3.66 | 4.33 | 3.00 | 2.64 | 3.00 | 2.79 | 3.05 | 2.71 | 0.00 | 0.00 | 2.66 | 2.80 | 2.70 | 2.70 |
| Persons employed in nontraditional jobs in the community serve as role models for classroom activities. | | 4 | 6 | 1 | 5 | 4 | 17 | 20.5 | 8.5 | 4 | 1 | 8 | 8 | 6 | 0 | 0 | 7 | 1 | 1 | 3 |
| | | 2.79 | 2.81 | 2.73 | 2.72 | 3.05 | 3.60 | 4.50 | 3.00 | 2.72 | 2.84 | 3.00 | 3.10 | 2.88 | 0.00 | 0.00 | 3.04 | 2.72 | 2.58 | 2.72 |
| Information relating to the funding of sex equity programs has been disseminated to vocational administrators, guidance personnel, and teachers. | | 5 | 4 | 5 | 4 | 9 | 23 | 24.5 | 8.5 | 5 | 8 | 1 | 9 | 3 | 0 | 0 | 3 | 5 | 3 | 6 |
| | | 2.82 | 2.77 | 2.81 | 2.71 | 3.18 | 3.81 | 4.66 | 3.00 | 2.75 | 3.06 | 2.61 | 3.29 | 2.75 | 0.00 | 0.00 | 3.04 | 2.72 | 2.58 | 2.72 |
| Nontraditional instructors are used in preservice and inservice teacher training. | | 6 | 5 | 6 | 6 | 5 | 4 | 4.5 | 6 | 6 | 7 | 2 | 5.5 | 7 | 0 | 0 | 2 | 7 | 5.5 | 4 |
| | | 2.84 | 2.80 | 2.88 | 2.79 | 3.07 | 2.66 | 3.33 | 2.85 | 2.80 | 3.01 | 2.66 | 3.05 | 2.92 | 0.00 | 0.00 | 2.73 | 2.94 | 2.71 | 2.79 |
| Female students are are recruited into traditionally male vocational education programs. (e.g., auto mechanics, masonry, etc.) | | 7 | 7 | 8 | 8 | 1 | 2 | 1.5 | 12.5 | 7 | 5 | 10 | 3 | 5 | 0 | 0 | 6 | 9 | 9 | 9 |
| | | 2.94 | 2.91 | 3.04 | 2.98 | 2.79 | 2.16 | 2.60 | 3.16 | 2.90 | 2.99 | 3.10 | 2.99 | 2.86 | 0.00 | 0.00 | 3.02 | 3.08 | 2.92 | 3.07 |
| Parents are informed of the opportunities in nontraditional careers by vocational administrators, guidance personnel, and teachers. | | 8 | 8 | 9 | 7 | 15 | 10 | 24.5 | 5 | 8 | 10 | 5 | 10 | 8 | 0 | 0 | 9 | 6 | 8 | 8 |
| | | 3.00 | 2.92 | 3.06 | 2.91 | 3.53 | 3.20 | 4.66 | 2.80 | 2.92 | 3.25 | 2.76 | 3.37 | 2.94 | 0.00 | 0.00 | 3.22 | 2.93 | 2.90 | 3.01 |

a

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC
SS - SECONDARY SCHOOL
VT - VOCATIONAL-TECHNICAL CENTER
CC - COMMUNITY COLLEGE

AG - AGRICULTURE
BE - BUSINESS EDUCATION
DE - DISTRIBUTIVE EDUCATION
DO - DIVERSIFIED OCCUPATIONS
HPS - HEALTH AND PUBLIC SERVICE
HE - HOME ECONOMICS
IE - INDUSTRIAL EDUCATION
O - OTHER

| | | OA | F | M | W | B | AP | AI | H | SS | VT | CC | AG | BE | DE | DO | HPS | HE | IE | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male students are recruited into traditionally female vocational education programs..(e.g., home economics, nursing, etc.) | Rank | 9 | 11 | 9 | 10 | 3 | 1 | 1.5 | 8.5 | 10 | 3 | 7 | 1 | 9 | 0 | 0 | 15 | 12 | 7 | 13 |
| | Mean | 3.08 | 3.20 | 2.99 | 3.10 | 3.06 | 1.50 | 2.60 | 3.30 | 3.16 | 2.92 | 2.91 | 2.76 | 3.08 | 0.00 | 0.00 | 3.53 | 3.37 | 2.75 | 3.20 |
| Measures designed to help nontraditional students cope with problems unique to the occupation are included in the instructional program. | | 10 | 9 | 10 | 9 | 10 | 6 | 4.5 | 15 | 9 | 9 | 11 | 7 | 10 | 0 | 0 | 10 | 8 | 10 | 10 |
| | | 3.10 | 3.02 | 3.20 | 3.06 | 3.28 | 3.00 | 3.33 | 3.50 | 3.04 | 3.23 | 3.15 | 3.08 | 3.10 | 0.00 | 0.00 | 3.25 | 3.04 | 3.12 | 3.09 |
| Instructional materials currently in use have been examined by vocational teachers to determine whether sex stereotypes may be perpetrated by language, pictorial representation, and choice of examples, etc. | | 11 | 12 | 11 | 11 | 8 | 13 | 16.5 | 1 | 11 | 11 | 9 | 13 | 11 | 0 | 0 | 11 | 14 | 13 | 7 |
| | | 3.23 | 3.22 | 3.22 | 3.23 | 3.17 | 3.40 | 4.40 | 2.28 | 3.21 | 3.31 | 3.08 | 3.51 | 3.18 | 0.00 | 0.00 | 3.37 | 3.40 | 3.26 | 3.00 |
| Vocational instructional personnel have the skills necessary to analyse instructional materials for sex bias and sex stereotypes. | | 12 | 10 | 14 | 12 | 16.5 | 8 | 16.5 | 4 | 12 | 12 | 12 | 14 | 13 | 0 | 0 | 8 | 10 | 14 | 12 |
| | | 3.29 | 3.17 | 3.42 | 3.24 | 3.56 | 3.16 | 4.40 | 2.71 | 3.27 | 3.32 | 3.26 | 3.52 | 3.38 | 0.00 | 0.00 | 3.06 | 3.19 | 3.43 | 3.16 |
| Vocational education teachers are planning ways for achieving sex equity in the classroom and laboratory. | | 13 | 13 | 12 | 13 | 14 | 17 | 10 | 11 | 13 | 13 | 13 | 11 | 12 | 0 | 0 | 14 | 17 | 12 | 11 |
| | | 3.30 | 3.33 | 3.26 | 3.27 | 3.42 | 3.60 | 4.00 | 3.24 | 3.28 | 3.38 | 3.29 | 3.41 | 3.23 | 0.00 | 0.00 | 3.45 | 3.63 | 3.25 | 3.14 |
| All cooperative education programs are conducted with employers who are supportive of efforts to achieve sex equity. | | 14 | 15 | 13 | 14 | 11 | 20 | 12.5 | 18.5 | 15 | 14 | 14 | 15 | 15 | 0 | 0 | 16 | 11 | 11 | 14 |
| | | 3.39 | 3.40 | 3.36 | 3.37 | 3.34 | 3.66 | 4.33 | 3.85 | 3.37 | 3.39 | 3.53 | 3.52 | 3.46 | 0.00 | 0.00 | 3.57 | 3.32 | 3.20 | 3.35 |
| Vocational education staff promotions reflect the use of advancement criteria that are sex fair. | | 15 | 14 | 15 | 15 | 13 | 11.5 | 8 | 16.5 | 14 | 15 | 16 | 16 | 14 | 0 | 0 | 13 | 13 | 15 | 17 |
| | | 3.45 | 3.34 | 3.60 | 3.45 | 3.41 | 3.33 | 3.66 | 3.57 | 3.35 | 3.57 | 3.67 | 3.75 | 3.42 | 0.00 | 0.00 | 3.40 | 3.39 | 3.44 | 3.54 |
| Vocational and nonvocational teachers are mutually supportive in the promotion of sex equity. | | 16 | 16 | 26 | 26 | 18 | 23 | 16.5 | 12.5 | 17 | 16 | 15 | 20 | 16 | 0 | 0 | 12 | 16 | 16 | 15 |
| | | 3.55 | 3.45 | 3.63 | 3.50 | 3.75 | 3.83 | 4.40 | 3.16 | 3.49 | 3.61 | 3,66 | 3,97 | 3,57 | 0.00 | 0.00 | 3.38 | 3.55 | 3.58 | 3.37 |
| Sex-fair employment interview techniques for vocational education staffing are used. | | 17 | 17 | 17 | 17 | 12 | 17 | 3 | 14 | 16 | 18 | 17 | 12 | 17 | 0 | 0 | 18 | 15 | 17 | 16 |
| | | 3.56 | 3.50 | 3.73 | 3.62 | 3.40 | 3.60 | 2.75 | 3.42 | 3.46 | 3.73 | 3.75 | 3.43 | 3.58 | 0.00 | 0.00 | 3.73 | 3.50 | 2.60 | 3.52 |

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC
SS - SECONDARY SCHOOL
VT - VOCATIONAL-TECHNICAL CENTER
CC - COMMUNITY COLLEGE
AG - AGRICULTURE
BE - BUSINESS EDUCATION
DE - DISTRIBUTIVE EDUCATION
DO - DIVERSIFIED OCCUPATIONS
HPS - HEALTH AND PUBLIC SERVICE
HE - HOME ECONOMICS
IE - INDUSTRIAL EDUCATION
O - OTHER

| ITEM | | OA | F | M | W | B | AP | AI | H | SS | VT | CC | AG | BE | IE | DO | HPS | HE | IE | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vocational education personnel duty assignments are sex fair. | Rank | 18 | 18 | 19 | 18 | 16.5 | 20 | 7 | 16.5 | 18 | 17 | 19 | 17 | 18 | 0 | 0 | 17 | 18 | 19 | 19 |
| | Mean | 3.67 | 3.55 | 3.80 | 3.67 | 3.56 | 3.66 | 3.60 | 3.57 | 3.61 | 3.68 | 3.90 | 3.89 | 3.59 | 0.00 | 0.00 | 3.67 | 3.65 | 3.72 | 3.68 |
| Vocational instructional materials recommended for future use promote sex equity through language, pictorial representation, and choice of examples. | | 19 | 20 | 18 | 19 | 19 | 23 | 11 | 18.5 | 29 | 20 | 18 | 18 | 19 | 0 | 0 | 20 | 22 | 18 | 18 |
| | | 3.74 | 3.76 | 3.74 | 3.73 | 3.79 | 3.83 | 4.20 | 3.85 | 3.69 | 3.87 | 3.75 | 3.89 | 3.75 | 0.00 | 0.00 | 3.88 | 3.86 | 3.90 | 3.73 |
| Instructional approaches (e.g. language, behavior, techniques, etc.) used by vocational teachers are free of sex bias. | | 20 | 19 | 20 | 20 | 20 | 11.5 | 16.5 | 20.5 | 20 | 19 | 21 | 19 | 21 | 0 | 0 | 19 | 21 | 22 | 20 |
| | | 3.84 | 3.73 | 3.97 | 3.84 | 3.84 | 3.33 | 4.40 | 4.00 | 3.81 | 3.85 | 3.98 | 3.92 | 3.86 | 0.00 | 0.00 | 3.88 | 3.86 | 3.90 | 3.73 |
| Males and females are provided with the same information about possible traditional and nontraditional careers. | | 21 | 21 | 21 | 21 | 21 | 23 | 22.5 | 20.5 | 21 | 21 | 22 | 21 | 20 | 0 | 0 | 23 | 24 | 21 | 24 |
| | | 3.92 | 3.87 | 3.98 | 3.91 | 3.98 | 3.83 | 4.60 | 4.00 | 3.84 | 4.03 | 4.03 | 4.15 | 3.84 | 0.00 | 0.00 | 4.02 | 3.95 | 3.87 | 4.00 |
| Instructional plans for vocational education classes are free from sex bias. | | 22 | 22 | 24 | 22 | 22 | 14.5 | 16.5 | 22 | 22 | 22 | 23 | 23.5 | 22 | 0 | 0 | 21 | 20 | 24 | 23 |
| | | 4.00 | 3.88 | 4.16 | 3.99 | 4.05 | 3.50 | 4.40 | 4.14 | 3.95 | 4.06 | 4.06 | 4.26 | 4.02 | 0.00 | 0.00 | 3.95 | 3.83 | 4.06 | 3.98 |
| Vocational student organization activities are sex fair. | | 23 | 23 | 23 | 23 | 25 | 14.5 | 22.5 | 23.5 | 24 | 23 | 20 | 25 | 24 | 0 | 0 | 22 | 19 | 23 | 21 |
| | | 4.02 | 3.96 | 4.12 | 4.01 | 4.22 | 3.50 | 4.60 | 4.20 | 4.03 | 4.07 | 3.92 | 4.35 | 4.19 | 0.00 | 0.00 | 4.00 | 3.79 | 3.91 | 3.90 |
| Students of both sexes are encouraged to participate in the leadership activities of vocational student organizations. | | 24 | 24 | 22 | 24 | 24 | 8 | 16.5 | 23.5 | 23 | 24 | 24 | 23.5 | 25 | 0 | 0 | 25 | 23 | 20 | 22 |
| | | 4.06 | 4.03 | 4.11 | 4.05 | 4.22 | 3.16 | 4.40 | 4.20 | 4.02 | 4.12 | 4.08 | 4.26 | 4.23 | 0.00 | 0.00 | 4.02 | 3.94 | 3.86 | 3.95 |
| The assignment of classroom tasks ensure that both male and female vocational education students have an opportunity to participate in each activity | | 25 | 25 | 25 | 25 | 23 | 25 | 20.5 | 25 | 25 | 25 | 25 | 22 | 23 | 0 | 0 | 25 | 25 | 25 | 25 |
| | | 4.17 | 4.13 | 4.22 | 4.17 | 4.11 | 4.00 | 4.50 | 4.71 | 4.10 | 4.27 | 4.29 | 4.21 | 4.14 | 0.00 | 0.00 | 4.21 | 4.25 | 4.17 | 4.18 |

a

OA - OVERALL RANKING
F - FEMALE
M - MALE
W - WHITE
B - BLACK
AP - ASIAN, PACIFIC ISLANDER
AI - AMERICAN INDIAN, ALASKAN ESKIMO
H - HISPANIC
SS - SECONDARY SCHOOL
VT - VOCATIONAL-TECHNICAL CENTER
CC - COMMUNITY COLLEGE

AG - AGRICULTURE
BE - BUSINESS EDUCATION
DE - DISTRIBUTIVE EDUCATION
DO - DIVERSIFIED OCCUPATIONS
HPS - HEALTH AND PUBLIC SERVICE
HE - HOME ECONOMICS
IE - INDUSTRIAL EDUCATION
O - OTHER

# REFERENCES

## References


Ary, D., L. C. Jacobs, & A. Razavieh. Introduction to research in education. New York: Holt, Rhinehart and Winston, Inc., 1972.

Ellis Associates, Inc. Local Management Plan for Vocational Equity. Tallahassee, Florida Division of Vocational Education, Office of Vocational Education Equity, 1976.

Florida state plan for vocational education under Title II of the Vocational Education Amendments of 1976 (Public Law 94-482) Section A administrative provisions. Tallahassee: Florida Department of Education, Division of Vocational Education, 1978.

Gustafson, R. A., & Severance, M. New Hampshire needs assessment handbook for vocational education planning (2nd Ed.). Concord, New Hampshire: New Hampshire State Department of Education, Research Coordinating Unit, Division of Vocational-Technical Education, 1976.

Kaufman, R. A. Educational system planning. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Matthews, M., & McCune, S. Complying with Title IX -- Implementing institutional self-evaluation. Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1976.

Ohio Department of Education, Division of Planning and Evaluation. Ohio needs assessment guidelines. Columbus, Ohio: Author, n.d.

Pennsylvania Department of Education. Self-study guide to sexism in schools. Harrisburg, Pennsylvania: Author, 1977.

Sorg, Steven Edward. The Development of a Model to Identify Needs Associated with Sex Role Stereotype in Vocational Education in Florida. Unpublished doctoral dissertation, The Florida State University, 1978.

U.S. 92nd Congress. Public Law 92-318. Washington, D.C.: June 23, 1972.

U.S. 93rd Congress. Public Law 93-380. Washington, D.C.: August 21, 1974.

U.S. 94th Congress. Public Law 94-482. Washington, D.C.: October 12, 1976.

U.S. Office of Education. Proposed rules, vocational education. Federal Register, part 2. Washington, D.C.: U.S. Government Printing Office, Thursday, April 7, 1977.

Verheyden-Hilliard, M. E. A handbook for workshops on sex equality in education. Washington, D.C.: American Personnel and Guidance Association, 1976.

Witkin, B. R. Alameda County needs assessment model. Hayward, California: Alameda County School Department, 1975.